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ABSTRACT

The 4-year experimental project of Syracuse University to prepare special teachers for work with troubled 5- to 18-year-old inner city children focused on the individual growth of trainees who practiced in two public elementary schools, a campus based school, and a neighborhood boy's club. The project's psychoeducational philosophy led to creation of an environmental model that the trainee could later utilize as a teacher. Trainees were selected on bases such as willingness to explore self-learning needs and commitment to children (not their label) in the inner city. Training year phases included definition of group and individual goals (in seminars and discussion), observation of school activities, and creation of an experientially based curriculum with aspects such as trainee-kept logs of activities, materials used, specific children and outcomes. Trainees interacted with 17 categories of support systems such as resource teachers, probation officers, parents, and agencies; worked with disruptive children excluded (from school), and passive/withdrawn; and implemented open education aspects such as responding to children's feelings of loss of control and inadequacies. Staff members served in roles such as resource leaders and supervisors of feedback. Yearly evaluation was based on trainees' growth, children's growth, and description of the school environment. Program outcomes included recognition of trainees' problems in areas such as mutual trust and self reliance, later employment of graduates in open classrooms, and the impossibility of continuing the project in public schools after 2 years due to divergent philosophies. (MC)

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Preparing Humanistic Teachers for Troubled Children

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PREPARING HUMANISTIC TEACHERS

FOR TROUBLED CHILDREN

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A project like ours only comes about through the foresight and cooperation of many people. To begin with, we came into existence through a Special Project Grant from the Bureau of Education for the Handicapped, Division of Training, United States Office of Education. Our negotiations with them began in 1968, at a time when humanistic education, teacher personal growth, and the concern over labeling city children were not receiving nearly the attention they are at present. The support and encouragement from individuals in the Bureau of Education for the Handicapped is something we have valued and deeply appreciated. In a time when generalizations are being made about bureaucratic structure we have always been able to turn to individuals within that Bureau such as James Tompkins, Herman Saettler, Phillip Burke, and Warren Aaronson for moral and technical support.

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We thank Burton Blatt, Director of Special Education at Syracuse University who provided continual support for our point of view and program. His understanding made our functioning within Syracuse University a good deal easier. Many other individuals in the public schools and Syracuse community responded to our efforts and we have attempted over time to convey our appreciation to them. As always, we learned much from the children with whom we worked and they taught us the true nature of reciprocal relationships. And finally, we thank Helen Demong and Mary Kishman for their assistance in the preparation of this document and the other reports prepared for the Bureau of Education for the Handicapped.

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To The Reader

We hope, in the following pages, to create in you the kind of excitement we have experienced during the past four years of our experimental teacher preparation project. Our task has been to develop an alternative approach to preparing teachers to work with troubled children in urban settings. In this report we attempt to chronicle what we did and why we chose this particular way to approach teacher education.

If only words could adequately convey the hours, days, weeks, and years that go into something one so strongly believes in. Our rational side tells us that there is no one right way to prepare teachers, but we are sorely tempted to shout from the rooftops that the secret in preparing teachers is right in front of us - the person himself. Our point of view, then, is that each person possesses unique capacities and the function of a preparation program is to facilitate the expression of these potentialities rather than superimpose content and process which do not necessarily fit the person.

Despite our desire to proselytize we feel an equally strong need to present as honest and detailed a description of our project as we are capable of conveying. In this report we attempt to present many of the joys and anxieties we experienced during the four years. If anything, it is these complexities and ever-changing dynamics that we wish to call to the attention of teacher-educators and others. We make no brief for the development of a program package, but rather for the recognition of how incredibly complicated a preparation program is, and that the task all of us face is to deal directly with and respond to the needs, interests and resources of our prospective teachers.

In what follows we hope to convey the ways in which the implementation of our program changed over time. For example, for our first two years we immersed our training activities in one elementary school (although a different one each year) and created our own settings for the last two years. We try to capture how and why this change and others came about.

This report begins with a short overview of our philosophy and orientation as a way of providing a frame of reference for the activities and procedures we engaged in. We have specific sections on the selection of students and the phases of activities over the course of a year in which we engaged. The question of what is it that one actually <u>does</u> in a humanistically oriented teacher preparation program can be found in the section on phases, content of our program and classroom implementation. We end the report with extensive sections on the population of children with which we worked, the classroom implementation of our beliefs, techniques and skills, and involvement with the community in which we live and work.

We also include an extensive description of our evaluation beliefs and practices. Again, what we did must be understood in

terms of our values and beliefs. Those of you with different values and beliefs will engage in other practices. It seems unlikely and probably undesirable for any professional to merely adopt another's system in its totality. What we have done is undoubtedly highly idiosyncratic and reflects the value position of staff, students, and children. Our sincere hope is that there are aspects of what we have done that can be useful to others who may not, and indeed do not need to, share the very same value position we hold. More than ever, we need to consider both radical and thoughtful alternatives to our long-standing approaches to the preparation of teachers. It seems to us that we have too long ignored the capacity for good and growth residing within teachers and the children with whom they interact.

Introduction

Syracuse University's program to prepare teachers of troubled children began in 1962 and for our first five years we adhered to the traditional training design of individual courses and practica experiences for a designated amount of time each week. As the years progressed, we began hearing more clearly feedback from students and the schools we utilized as placements.

The nature of the feedback centered around several issues. First, our students experienced a lack of integration between the theory, concepts, and techniques they were exposed to in our seminars and their actual experience in the schools with children. Second, by virtue of our location in a metropolitan area, we came in contact with many poor and minority group children. As special education services expanded in our city and others, our special classes and programs included an increasing number of the urban poor labeled "emotionally disturbed." Third, as a program staff we grew increasingly more frustrated as we found the public schools resistant to change and implementation of newer and more creative teacher roles and behaviors.

These three issues encouraged us to reconceptualize our preparation program for teachers of troubled children. In the spring of 1968 we submitted a proposal to the Division of Training Programs, Bureau of Education for the Handicapped, USOE, to radically redesign our training efforts. Our proposal was approved and we began our project in September, 1969. We began by attempting to respond to the above three issues:

1. In an effort to bring theory and practice into closer harmony, we developed a total internship program in which we all became immersed in one school. This "immersion concept" allowed us to abolish formal coursework as such and conduct our seminars in the school in which we were located and to focus on content and skill development that was immediately relevant to our daily functioning with children and teachers.

2. We made a clear commitment to responding to children in inner city schools. We had grown increasingly more concerned with the random labeling of minority group children as "emotionally disturbed" and the lack of educational relevance of such labels.

3. We sought to establish an in-depth relationship with a single inner city school in an effort to foster a working relationship in which we could operationalize some of our beliefs about teacher education, including more need-fulfilling and humane ways of responding to troubled children.

The following pages highlight the various aspects of our approach to the education of teachers and children. We are unique in our constant search for ways to apply what we are doing as adults to what we do with children. Our very training process can serve as a model for what we do with children. For example, if we believe that it is desirable for children to develop them-

selves into a learning community, then as adults we can also try to achieve that goal of community within our group and with the children with whom we work.

Since this project's inception we have modified some of our earlier beliefs. The one change of major significance has to do with the third issue, namely finding a learning environment open to change and innovation. Based on the experiences of our first two years in public schools, we deemed it essential to create our own school environment. Coupled with this effort at creating our own setting we have turned our attention to children and youth excluded, legally and extra-legally, from public school programs.

In reading the following pages it is possible to come away with the perception that this is a "package" for preparation of teachers. The necessity of putting our program down on paper may convey such an impression, but in actuality we created a learning community in which staff, trainees and children all had an input into what transpired.

The fact that we all created a school program is testimony to the high degree of participation encouraged during the ten months of our training program. From the philosophy of our program to our evaluation procedures each of the participants (staff, trainee, child) had many opportunities to contribute to and modify what was happening. For example, in the description of our phases of this program we specify Phase II as "Defining Individual & Group Goals & Creation of a Team." In this phase our trainees had maximum input into deciding what was done and as much of an opportunity to share their resources with us as they wished. As a group, we discussed the kind of school environment we hoped to create with children and we were all responsible for making contact with schools, children and their parents; finding space for our school; purchasing instructional supplies; working out transportation for children; and an extraordinary number of other details involved in the creation of a learning environment for children and adults.

Our program at Syracuse University has long adhered to a psychoeducational model of teacher preparation and education of troubled children. With the development of this project we have extended our philosophy to include aspects of humanistic education and open education. Our effort to explore open education for troubled children is a logical extension of the psychoeducational model. By creating an open environment we may be enhancing the opportunity to implement approaches commonly thought of as psychoeducational. For example, both models advocate the integration of affect and content in the classroom. Both rely on acknowledging and responding to the feelings and behavior of children. Both respond to the readiness levels of children for the implementation of academic skill development. Both believe that very often learning will only take place in the context of relationships and only if the learner feels good enough about himself as a learner and person. Other parallels could be found, but the important point may be that open education approaches provide us a learning environment in which the teacher can truly

function as a diagnostician in the sense of seeing children operate in a variety of activities and with many other individuals.

Philosophy

Our current training program grows out of beliefs nurtured over time by experiences with teachers and persons learning to be teachers. These include:

- A belief that the process and procedures of a training program should represent to the trainee a model that he could utilize as a teacher of children. The cornerstone of this process would reflect a strong belief in encouraging trainee self-direction in the specifying and implementing of his own learning goals.

- A belief that the teacher is a major resource in effecting child growth.

- A belief that a psychoeducational model of teacher and child behavior offers the most balanced approach to developing school programs for troubled youngsters and interventions designed to enhance both child and adult functioning.

- The belief that learning takes place within the context of a learning climate which places equal emphasis on affective development as well as cognitive development.

- A belief in the importance of developing skills in group process and an understanding of group dynamics.

- The belief that all learning takes place within the context of a relationship.

The Syracuse program is distinctive in several of its aspects, which reflect beliefs and experiences of the program staff and former students. These include:

- The focus on children in the inner city who are not now in public or private school programs. For the last two years the M.A. level students have created a program for children excluded or not attending school programs for a variety of children. This population of children contains a range of behaviors but many are acting-out, adolescent and members of minority groups.

- A strong advocacy component. This implies that the teacher role is expanded to include contact with a child and his family in many settings, and extensive experience with social service, legal and educational agencies and institutions on behalf of the child. This has broadened the range of interventions possible with a child and his learning.

- The value of mini-schools. We are exploring small school settings with a high adult-child ratio as alternatives to

traditional, more impersonal situations which have been difficult for many of our troubled children. These schools can be staffed by some paid and many volunteer staff, and provide opportunities for flexibility in movement and curriculum approaches.

- Self-direction and freedom to learn. We are committed to the value of each person defining himself and his own goals. This includes trainees writing contracts about their learning goals and individual supervision to aid trainees in defining who they are, what their values are and what kind of teacher they want to be. We encourage trainees to utilize the same process with children.

- Opening up Special Education. We are concerned about the detrimental effects of labeling: "the stigma of being special." We encourage the valuing of differences and focus on the strengths and resources of people. Low self-concept is the most common characteristic of troubled children. We hope that special education can become more diversified in terms of its view of children and teachers, its curriculum approaches, and its philosophies.

Orientation

There is a great tendency now for teacher training programs to become as definite and systematic as possible. The trend toward accountability, competency-based, and performance-contracting have all contributed to a kind of hardening of the training categories. During this time of interest in greater clarity and less ambiguity, we have been developing an alternative approach to teacher preparation which places greater emphasis on the internal resources of teachers and children and basically adheres to a more growth-oriented philosophy of how individuals develop and change. In essence, ours is a point of view that involves the adult and child in a process which may very likely lead at least initially to less clarity and greater ambiguity. The anticipated end result is that individuals, by being more directly involved in their own learning, stand a greater chance of becoming more responsible for their actions.

The particular orientation of this preparation approach owes allegiance to several theorists, practitioners, staff members, past students and those yet to enter our program in the future. The ever-changing nature of what we did and how we went about our activities is intimately related to the theoretical nature of our approach. Basically, we have maintained our beliefs in the potential for growth residing within each individual. We have taken a strong position against the disability-related focus of special education and in its place responded to the strengths and resources we believe each person has, regardless of his circumstances. This line of thinking (and feeling!) has led us in the direction of a point of view sometimes referred to as a "third force" or humanistic approach to understanding human behavior.

The "third force" takes issue with the prevalent positions of behaviorism and psychoanalysis, and substitutes a more positive orientation to the understanding of human behavior. Maslow (1968) argues for a psychology of health and makes a strong case for understanding of others in terms of the satisfaction of basic and higher order needs. He moved away from a perspective of pathology and illness. He also writes of the resistance to being rubricized, or in more current terms, labeled. Both of these perspectives, that of viewing children with special needs as pathological and the persistent labeling of children are not perspectives we adhere to nor base our practices upon.

From theorists such as Rogers (1969) we have looked toward responsive and responsible ways to interact with children and adults. While there have been many parodies of a more non-directive approach, we have found that within the framework of a person-centered approach there is much leeway for an active contribution by teachers which leads to a certain mutuality of relationship. From Rogers we have learned of the value of active listening and respecting the feelings, words, and behaviors of the others with whom we are involved. We have come to recognize, with considerable awe, how enormously complex each of us is, children included. While this recognition can sometimes be immobilizing, it has had the effect of forcing us to respect

the position of others and to respond to the integrity of another person's position, even if we are not in the same place.

As special educators we have had a long commitment to our field and the children who have been the subject of our concerns. We have remained enthusiastic about the contributions of certain workers within special education, particularly those with a more psychodynamic orientation. Two individuals come readily to mind, and it is of interest to note that both of them have brought to our field concepts and approaches from other areas. William Morse has had a long involvement in the education of disturbed children and brought to our field a strong adherance to concepts and principles of mental health and educational psychology. Embedded within his approach to working with children is a strong psychodynamic flavor which fosters a continual effort to understand the position of the child. Fritz Redl has similarly brought ideas and approaches from the related areas of group dynamics and ego psychology to assist us in understanding the behavior of troubled children. For us, what has been of significance in both of their positions is that while each holds to a psychodynamic view of children's behavior, there is no hint of a clinical detachment from the child. In different ways they each argue for a process by which the adult and child seek to understand themselves and each other.

M.A. Students present workshop at CEC Convention, 1972.

Because of our strong reluctance to place all of the responsibility on a child for his problems there is a strong community-based or ecological orientation to what we do and believe in. Basically, we feel there is much to be gained by thinking in terms of the interaction of the person and the social system in which he is involved. We have operationalized this in various ways. In our preparation program we recognize we have created a small social system and at the same time we are part of larger social systems, namely the University and community. Mindful of this, we attempt to articulate and focus on our norms, roles, and characteristics which make us unique. We become part of the community by our focus on being advocates or agents of the child and at the same time immerse ourselves, to the extent feasible and appropriate, in the activities of the schools and community agencies as well as with the families of the children with whom we are involved.

Rationale and Goals

While it is of major importance for a teacher preparation program to specify its orientation, as we have attempted to do in the preceding section, it is equally important to articulate the rationale, assumptions, and training goals adhered to by a program.

We begin with the premise that the personal growth of the trainee is intimately related to his effectiveness as a teacher with children. Our program places great emphasis on the growth of trainees, in the broadest sense of the term. By this we mean that at the very foundation of our preparation program is the belief in the value of each trainee defining, specifying, or working toward the articulation of his learning needs. If we mean this, and we honestly believe we do, then there is a clear limit to the number and range of preconceived goals and procedures the staff could legitimately set up in advance of the trainee becoming directly involved himself. In order to respond to the maintaining of a balance between program beliefs the staff may have and allowing for maximum input by the trainees we have developed a kind of structure within which we ask each trainee if he can function. Such a structure, as the following will illustrate, seeks to allow for maximum flexibility of response by trainees and staff. Of course, the option to take "advantage" of such flexibility remained a personal decision for each participant. At a later point we will discuss the specific ways in which several of our assumptions were challenged.

Central to our structure is the point raised above that one's personal growth is directly related to effectiveness with children. Our program responds to this in several different ways. To begin with, we are searching for trainees who have questions, issues, and concerns about education and their role in its improvement. After accepting a student into our program one of our earliest sets of activities and experiences has been directed at each of us gaining skills in specifying our learning needs (and also our resources). This is an ongoing task, always subject to

modification throughout the school year. Needless to say, how one defines one's learning needs (interest in personal growth) can vary, but has typically included skills in teaching children as well as the obvious connotation usually attached to this term, namely that of focusing on one's own feelings, needs, and concerns.

The theoretical point of view we advocate includes a psycho-educational orientation, which by our definition ties together the importance of both affective and cognitive development in the training of teachers and in the education of children. Throughout the school year, in our own seminars and in our responding to children emphasis is placed on the importance of the interpersonal relationship of teacher and child. Our seminar content includes aspects of what constitutes facilitative relationships and the development of appropriate communication skills. Our major thesis was that the development of an appropriate relationship (including teaching) is not something one does to another human being. Hence, one's own personal growth and awareness is intimately tied to how effectively one relates to and teaches another.

The translation of one's own personal growth and how one interacts, teaches, and responds to children and adults is enhanced by our strong belief that the process and procedures of a training program should represent to the trainee a model that he could utilize as a teacher with children. In other words, if a value is placed upon personal growth then a trainee in the course of his own experience in this preparation program would come to see the value of such an emphasis on his own learning and in the enhancement of his own relationships with other adults and children.

We strongly adhere to the fostering of a training environment which guarantees a variety of ways for individual trainees to find a way to fit in based on their goals. During each of the past four years the staff made the decision as to where our training program would be located. For two years we located within two different city elementary schools and during the past two years we developed our own school program for children and youth excluded from school. In each of these settings, however, there was ample opportunity for individuals to create roles in keeping with their interest and to develop behaviors and skills appropriate to their roles.

The implementation, then, of our theoretical position has taken into account a number of considerations. To begin with, we have deemed it essential to create a learning environment which is conducive to the personal and therefore professional, growth of each participant (trainee, staff, and children). This environment, if it is to be responsive, must be open to the input of each participant. This is a difficult balance to achieve, but by utilizing a group process focus in which heavy emphasis is placed on the development of ourselves into a group we stand a greater chance of informing each other of our individual needs and point of view. Also, if what we do is to remain fluid and receptive to

change then we all need a great deal of practice in experimenting with new ways to interact and teach. As a result, we have tended toward the development of an experientially-based curriculum approach for trainees. This means an active orientation for all of us. While there is a certain amount of didactic material presented, such as in seminars on theories of deviance, much more of what we do is actively engaged in by participants. By utilizing an activity-based approach for adults and children we avoid the necessity of asking learners to accept new learning on face value without seeing if it fits them. By encouraging the active exploration of one's relationship to other people as well as to curriculum materials we foster a closeness which cannot be achieved within the confines of a more passive learning environment.

A major focus of our preparation program has to do with the fostering of newer roles and behaviors for spending time with children. We have grown increasingly more concerned with the narrowness of preparing teachers for special class teaching positions. We view the problems of troubled children, their schools, and communities in a somewhat broader context. With others, we share a level of impatience but are ever mindful of the impossibility of radicalizing a prospective teacher before there is a readiness for such social consciousness. Certainly, some of our graduates do in fact take positions as special class teachers and that is as it should be. One's own goals count for more than another's rhetoric as to where special education should be heading. In general, however, we are encouraging our students to consider alternative roles and behaviors. Again, it is not sufficient to encourage, but it is necessary to offer trainees an opportunity to explore a range of environments and this we do. They can observe, spend time in, and eventually select a particular learning environment or adopt newer (for them) ways of behaving; or they can make changes within the environment they and the rest of us create.

In effect, then, we are trying to be all things to all students. An impossible task by anyone's standard. What makes this goal possible is that the trainee is directly involved in this process. The hope is that staff and trainees together can radiate enough environments so that a thoughtful choice can be made. Within that choice active participation by all could lead to the testing out of new roles and behaviors.

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Rogers, C. R. Freedom to Learn. Columbus, Ohio: Merrill, 1969.

The Process of Selection

More discriminating selection is the hope of all designers of training programs, and especially when they are frustrated by the students' response to the program. Every year we have tried to better the match between the trainees and the program. We ask prospective students to make clear their expectations and we advertise our program as explicitly as we can. In general we try to make the selection process compatible with the program philosophy--open and interactional. In this section we describe our selection process and discuss some of the issues in selection.

Potential applicants are sent an extensive description of our program - its philosophy, activities, what it has and has not been. Included in this material is a list of expectations, which reflects the biases of the program. For 1971-72 they were as follows:

Expectation 1: That you are interested and willing to attempt to define your learning needs and to communicate your activities to others. Staff members and other students are often quite willing to assist you in this process.

Expectation 2: That you recognize this is a program to develop skills in communicating with adults as well as with children. And that you would make a commitment to working out differences and concerns with other adults when and if they occur.

Expectation 3: That should you have basic concerns about authority to the point where you are not willing to assume responsibility for your own behavior then this program may prove difficult for you. We go to great lengths to minimize the traditional teacher-student relationship. Many people, however, bring to graduate school long-standing distrust of those they consider in authority. We all have such concerns to varying degrees, but we are seeking those people who are willing and able to be active around defining themselves and will not let the "authority problems" become the main barrier to their functioning.

Expectation 4: That you come as a learner. We are looking for those interested in working with children and who have serious questions about present educational and community practices. This is not a traditional teacher preparation program and we hope you come with questions and aspects you wish to learn about. We are working toward change in schools and if you come only to find out what exists rather than what learning environments could become, then you will find this program a difficult one.

Expectation 5: That you recognize this is an experimental program funded as a Special Project by the Bureau for Education of the Handicapped, U.S. Office of Education. We have a commitment to study our program as an innovative approach to teacher education. This means you would need to be willing to help us document your activities, complete paper and pencil instruments and in general see this program as <u>your</u> program as much as ours.

Expectation 6: That if you have serious personal and emotional concerns you should seriously question the suitability of this program. As you can see from this material this is a very demanding way to earn a Master's degree. Despite the fact that an emphasis on personal growth is appealing to many students, to actually have to participate in a daily situation which asks people to respond to others and to share their feelings is a difficult experience for all of us.

Expectation 7: We anticipate working again with city children. The label of "emotional disturbance" is not one we are committed to, but we are committed to children living in the city, particularly the inner city. You should be willing and interested in working with this population.

Expectation 8: We are striving as best we can to reduce the isolation and loneliness that many adults function under in learning environments. By offering a model in which we all make a commitment to work together as a group we hope to demonstrate to ourselves that it is possible to share our skills and to utilize the resources of others. If you come, please do so with the intent to try and respond to this group focus.

We are trying to be as honest as possible about what we think is happening here. We don't believe we have <u>the</u> way, but rather one way. We are seeking those who share a vision with us of what learning and living could be. We spend much of our time faltering, but the clearer our commitment is to the working out of our concerns and the sharing of problems and resources the closer we can get to our goal of true mutuality within learning environments. The hope is that applicants, having this information, can exercise some self-selection before they apply to the program.

With the regular application, which includes the Miller Analogies Test and recommendations, we request students to complete a questionnaire describing (1) their past and present contacts with children and learnings from those contacts; (2) their expectations

for a Master's program in Emotional Disturbance; and (3) their learning style (how and under what conditions do they learn best). They also fill out an instrument reflecting their attitudes toward self-direction and the "freedom-to-learn" model (our philosophical basis).

An example of an applicant's statement that appealed to us is quoted below:

> In trying to synthesize my ideas into one basic goal, the dominant theme is one of offering children an alternative to the traditional classroom setting. Specifically, I would aim for flexibility in the structure of time, materials, physical boundaries, and human resources. As 'teacher', my function in this setting would be that of a diagnostician and provider of experiences to meet the unique and changing needs of individual kids.
>
> Some examples of goals I would set for the children are: (1) to experience success beginning with the most basic things a child can do; (2) to develop coping skills to deal with their failures as a positive part of the total learning experience; (3) to become an effective participating group member and a positive influence on the group (listening, sharing materials with teacher, helping others to experience success and cope with failure); (4) to develop a tolerance for change and divergence; (5) to be able to verbalize feelings, understand their causality and act upon them in a constructive fashion; (6) to develop a sensitivity to the feelings of others; (7) to develop specific cognitive skills of reading, writing, mathematics, etc... One last and very important goal is that of involving parents in the education of their children in the most positive, creative and active ways conceivable. I think teachers must take the responsibility for this kind of involvement since schools as institutions seem to succeed most often in involving parents negatively and at points of crisis.

This applicant mentions many of the beliefs upon which the Syracuse program is based -- an open and individualized approach, the teacher as diagnostician, seeing children in terms of strengths, a focus on feelings and affective growth as well as cognitive goals, the learning community concept where individuals respond to group members, and parent involvement. In addition she had had a positive student teaching placement with inner-city children in which she had created a new role as crisis team member in the school. She also had a child of her own and had "lived"-- that is, had had both extremely difficult as well as strengthening experiences which seemed to have led to an empathic and level-headed maturity, according to her references and the personal contacts program staff had had with her. (She is the teacher whose classroom is described in the Classroom Implementation Section.)

The program staff sorts out the applicants on the basis of the written material (and any personal experience we might have

had with any of them) down to approximately the number of students for whom we might be able to provide fellowships. The criteria for this selection include:

(1) The composition of the training group (we attempt to bring together men and women, black people and white people, various ages, backgrounds and experiences).

(2) Age and experience of the applicant (while we occasionally accept an M. A. applicant who is just finishing a B.A., we encourage students to seek job situations with children for several years so that they might have more experience-based questions for their training year).

(3) Perceived agreement with philosophy of the program (if a person indicates that he/she prefers daily lectures or is committed to a behavior modification approach or thinks encounter groups are a communist or capitalist plot or wants to work only with suburban children..., then we suggest they seek other programs where they might be more comfortable).

The "finalists" come to Syracuse two at a time for the day in which they participate in activities with the trainee group (time with children, seminars, encounter groups) and talk extensively with current trainees and staff, who later react about the perceived "fit" of the program and the interviewed applicants. Again we see the interview day not only for us but as another source of information for the applicant to use in self-selecting this program. Since our program is unusual, perhaps, we have a high percentage of applicants who have had previous contact with the program or its students or staff in a personal way.

Because the trip to Syracuse can be a hardship, we are fairly selective about those whom we invite from out of town. In the interview we listen not only to an applicant's answers to specific questions we may have but also observe his/her responding behavior (to us), curiosity (questions asked about program) and initiating behavior. We admit the selection is subjective. Basically our choices may revolve around interpersonal attraction between interviewer and interviewee. We do know that no matter what methods we try we will probably lose good people, as well as accept persons whose year with us will be difficult.

Issues in Selection

Range of students. No matter how much time we spend in the interviewing process nor how carefully we read the applications and struggle with our decisions, we find that we still have a great range of students in terms of their values and committment to the program. While we continue to think in "matching" terms -- (pluralistic society=learning alternatives to meet everyone's needs) -- we have acknowledged that 'satisfaction is never guaranteed' in training programs. We must be prepared to work through the process (philosophical disputes, authority issues,

etc.) with each student and each group of students.

The range of students is identified by the following statements, made by trainees in October of one training year, in answer to why they chose this program.

> My last year of teaching...I got very positive feelings about the emotional growth of the children, but I also felt I frequently had to handle intense feelings which left me feeling quite incompetent. I thus felt that further study which would allow me to work further with children's emotions under guided supervision would be very beneficial. I chose this program because I felt I could get this supervision. It also seemed to offer learning in a more personal setting which I need, an opportunity to help me explore some of my negative feelings about teaching, the chance to direct my learning without someone else's prescription, and an opportunity to experience for myself learning situations that would give me a frame of reference in dealing with children.

> I chose this program because of its committment to inner-city children. I like the idea that it is innovative and always open to new ideas and change. I felt at ease with everyone I met last spring and I felt I could work with those involved. Oh, I also like the idea that the program is only 2 semesters (this is my 19th year in school!)

> One of the main stimuli to returning to school was the knowledge of this program - that it was open to new ideas and willing to experiment. I also felt that I needed the support and personal open relationship that people in this program seemed to establish with people in the program. I was looking for a non-authoritarian structure that would help me identify what growth for me meant and help me in finding experiences that would foster it.

> I selected this program because of the accent on practical experience and the humanistic approaches used in guiding all involved.

> After working for 2 years with kids most of my ideas were feelings or instincts I had about people. I sort of wanted to find out what other people (maybe professionals) had to say...Also I had taken a lot of grief from the professional community, mainly judges about lack of credits. I was tired of hearing, what right, does a potter have to work with kids. I guess I needed some support and help. This program matched my concept of education.

Committment to the program. We have concluded that committment to participation in this particular program is a central factor in the satisfaction and productiveness of the trainee. Over the years we have had many students who seem primarily motivated by the desire for a Masters' degree, rather than an interest in learning about children and themselves as teachers.

Similarly, others have applied at Syracuse because it is convenient (e.g., a boyfriend goes to school in this area) instead of seeking us out because of the uniqueness of the program. In both these cases the level of involvement (and therefore, learning) is lower--at least initially. When people have sought us out, choosing among various alternatives, we feel the year has been more productive.

Related to this are general demographic contradictions. Frequently trainees who come from outside the Syracuse area seem to become more involved in the program, perhaps because for many months that is their primary tie; others who have lived in Syracuse are connected to many other people and groups who pull their feelings and interests. On the other hand, we have chosen many applicants from the Syracuse area because (1) we know them and/or their recommenders; (2) they know better the pros and cons of the program; and (3) they are a tremendous resource within the community. At the present time, we have opted to deliberately choose a greater percentage of students from outside Syracuse.

We have also chosen groups as balanced as possible by sex, race, age and experience with children. We have felt this diversity benefits us as a group of adults and also benefits the diverse group of children with whom we work. Many more young white women without teaching experience apply than do men, minority group members, people over 25, or people with several years experience. When we have accepted students because of their "demographic characteristics" when they are not genuinely interested in this particular program focus, we have regretted it.

Basically then, our direction has been to ask hard questions of applicants about their motivation for this masters' program. We seek people who have real questions to explore and who feel that the style of our program is something they seek and is something in which they would feel comfortable.

Graduate student mold. We have accepted into our programs persons who would sometimes not be considered "graduate student material" in terms of their previous academic records or their lifestyles. Some of these people were drawn to the program because it would allow them to seek their own direction. Others are attracted by the extent of practice/field experience in our design; some feel they learn better by doing - being active - rather than through books and lectures. Others have reacted to the irrelevance and untranslatability of the "theory" - coursework - in their undergraduate programs to their time in the classroom. Basically we have concluded that with persons who have a committment to the program and to seeking out ways of answering their questions, the surface characteristics have little consequence. With people who only know what they don't want, the program has been less productive.

"Mental health" of the trainee. Morse, Schwertfeger and Goldin - (1973) in their monograph on training teachers of disturbed preschool children (1973) say:

"It is interesting that special education always has

attracted a bimodal distribution. There are those who want to help others based upon their natural compassion and concern and there are those who want to help others for oblique self-fulfillment and to learn about themselves." (p. 160)

In our program we not only focus on children with difficulties, but we also encourage the trainees to look at their own feelings and personal growth. We have seen the two kinds of persons that Morse mentions and also people who are able and interested in doing both -- in responding to others and at the same time being reflective about their own concerns. These people have at times become temporarily immobilized, but they usually recover and are able to be productive. As you can see in our list of expectations (#6), we make it explicit to applicants that the program demands a fair amount of ego strength and "copeability."

There is at times a strong discrepancy between a person's written material and the personal impression they make during the interview. Given that the interview is stressful for everyone, some applicants come across as more defensive, angry, tense, or frightened than others. We find ourselves responding intuitively and clinically to this behavior, and we have rejected candidates on the basis of their interview.

We have had two trainees drop out of the program after one semester in the last two years, and another who dropped out psychologically although she technically completed her degree. In the first two cases the women had long term problems with which they were trying to grapple; one woman's posture was depressive and of great vulnerability, and the second's behavior was very defensive. In the third case, the trainee's husband had left her and she was working through her relationship and self-concept concerns while in the program.

In general, to be involved with children and a learning community of adults requires psychological and physical energy, a measure of self-esteem, power to self-start, and "response-ability" -- the ability and willingness to focus on others. Persons with consuming concerns about him/her self would find the program very difficult at that point in their lives.

Rejection. Because of number constrictions, we must reject many applicants. We have tried to personalize this by writing a general letter stating our reasons for our group composition. When we know people personally, we call them to talk about our rationale. We have gotten calls and angry letters to which we have responded personally. And when asked we offer suggestions for alternative programs and jobs. We also encourage some people to reapply at a future date.

Summary

In this chapter we have described the process we utilize for selection and to some extent the basis of our selection. We also

discuss some of the issues in selecting for a program of this kind.

Reference

Morse, W. C., Schwertfeger, J., & Goldin, D. A., evaluative approach to the training of teachers of disturbed preschool children. Ann Arbor, Mich.: University of Michigan, 1973.

First Weekend Retreat Experience.

Phasing of the Training Year

In this chapter we describe the phases of the training year in terms of the major purposes of the group and its activities. We indicate the alternative structures we utilized based upon the setting we were in ("in-school" or "our own setting"). Examples are given of trainee schedules and reactions of particular individuals to each phase. We also include an extensive discussion of the content of the training program and how it is developed.

Phase I. Creation of an Acceptant Climate

This is the initial coming-together of the training group. We felt the beginning was important toward a) establishing a climate of trust and cooperation, b) initiating relationships that would continue all year and c) fostering the learning of interpersonal and group skills. This phase was usually staff-designed.

In-school setting. Bringing a training program into a public school requires cooperation and diplomacy. Maximum involvement of all parts of the school from the beginning facilitates this cooperation. We have utilized two different formats with school staff: 1) involvement in a weekend retreat of the principal and school staff members (whom he chose) with the M.A. students and staff; and 2) jointly designed (program and school staff) introductory activities - including exposure to parents and community, participation in the activities of the first week of school with the children and in the faculty planning sessions. In addition we spent two afternoons utilizing Black/White Encounter tapes as the faculty and trainee group was approximately 50% black and 50% white.

Our own setting. An encounter/human relations training weekend at a retreat setting with an outside trainer was planned by staff members. One year we asked trainees to include their spouses. The format of the sessions was primarily determined by the trainer who was given some information about the group's composition. Among the topics dealt with were expectations about the program; concerns and hopes about self and graduate school; biographical information about others in the group; prejudices (black/white, male/female, etc.); fears of self-disclosure; reactions to the here and now behavior of others in the group; and points of view about encounter groups, their meaning and effectiveness.

Reactions to the encounter approach varied widely with the style of the reactor and the events within the group. Some comments are given below:

> I felt extremely uneasy about being with people I didn't know and being expected to talk freely about myself with them.
>
> I found the weekend a valuable experience for the group

and for seeing myself in the group. I think a feeling of trust and understanding and acceptance began and will continue to grow in the group and myself. I found myself frustrated at times - but not nearly as much as I thought I would be prior to going.

In addition to the weekend together, we have had many informal experiences that increased the comfort of people with each other. These included meals together and painting and preparing the house in which we were to meet.

> I would judge that time (meals, painting, etc.) to be in some respects more meaningful than "structured" time. The first formal meeting was terrible (no one saying anything, nervous laughter, blank stares); it was the painting of the house that allowed us the freedom to meet without pressure, in ways that were "natural" to us. I suppose that what has been gained is a better feeling for individuals in the group. Our work will presumably mold us into a group.

Phase II. Defining Individual and Group Goals/Creation of a Team

In this period of time we began to explore content as individuals and as a group, and we also shared expectancies and goals for the program. Staff members presented sessions describing the history and philosophical direction of the program, and individual staff members and trainees were encouraged to share their interests, backgrounds, what led them to this particular program. Parameters within which program members must function are dealt with (e.g., demands of school personnel, graduate school requirements, etc.). During this period relationships begin to form between individuals, and trainees begin testing out authority concerns with the staff. The latter usually takes the form of questioning the bases of staff decisions and attempting to assess any limits to trainee-determined direction.

Trainees and staff are asked to define their learning goals and learning resources; we have utilized the format of writing these in markers on large sheets of paper on the wall, so we can all walk around and begin to get a picture of the group. Two examples of these initial statements are given below:

Resources: Some knowledge of reading and math readiness
A little artsy-craftsy
Background in socialization
Sewing, crocheting, photography
Little kids
Play at piano
Cooking

Needs: Good working relationship with my peers, more knowledge of academic skills, get and understand feedback from children and adults, lots of work with parents: organizing and parent education.

Goals: Immediate - 1. How to equip a classroom without any money.
2. How to meet kids' needs for freedom and my need for structure.
3. How to find available human resources.
4. How to facilitate communication in a group.

Long Range Goal: To be sensitive to the needs of others.

Resources: Willing to help with: newspaper written by kids.
sewing.

Interests: British Infant School.

Experience: My own child - exploring ways of dealing with kids 24 hours a day.

Need Help With: turning kids on to their own interests and skills.

In terms of individual learning goals, trainees then write and discuss with the supervising staff - as the year progresses - their goals and how they might be reached (through a course, an in-program seminar, observation, specific experiences with children, independent reading program, etc.). This can be formalized into a contract format (see the following page for an example) which is periodically reevaluated.

The direction of the group is a result of the needs and resources of all the individuals in the program, including the staff. We begin immediately to plan the schedule for group time and how that time will be spent. The pattern has been for the initial weeks, even months, to have more staff input in content sessions; as trainees become more comfortable and confident in the group setting and their needs and questions become clearer, they initiate more. As a staff we also attempt to utilize early the skills and resources that trainees do have to help them feel they have something to contribute and also to develop a group feeling by sharing. As a staff member said in a group meeting:

> "We don't believe in lifting off the top of your skull and putting facts in. We all have resources and the important thing for us to do is to realize and utilize our own resources."

In-school setting. Working within existing schools means that there are often limits set by others on time and the kind of involvement open to the trainees. Our trainees began with children the first week, so the realities of the school setting created content needs and pressured trainees into making decisions about the direction of their learning. We had arranged time as a training group two afternoons a week, from 1 to 5 p.m.; the rest of the time trainees were involved with children and teachers. Beginning sessions here included introduction and discussion of the project training model, practice in observation and discrimination of children's behaviors and teachers' behaviors, and a two-day workshop on micro-teaching.

AN EXAMPLE OF CONTRACT FORMAT

	Learning Goal	Goal Met Yes	Goal Met No	If yes, how--methods, activities. If no, why not?	Means of Evaluation	What did you learn that was meaningful?
#1	Original Goal: develop an experience based math curriculum. Revised Goal: Acquire materials & experience in math teaching with emphasis on experience-based math.		X	Didn't finish Biggs' Freedom to Learn in Math; didn't work with wide enough spread of children; didn't work with other adults on math.	Did get some ideas written down but not on 3x5 cards with notes about how each worked. Didn't plan a seminar on experience-based math. Kept folders of work done by three kids; have some ideas & materials; went to Jr. High.	I worked with kids on basics of math--no extras. I did use games & drew on their experiences, but didn't do what I would call an experience-based program, because the kids didn't want fun & games--they wanted dry math! The more you work with numbers, the easier it gets. You develop a number sense. The basics is where it's at.
#2	Be able to recognize behaviors described in Redl & Wineman & be able to try out interventions to prevent a crisis.	X		Talked with other adults & kids re-incidents, what happened & how they could have been avoided or stopped. Helped with a seminar on intervention techniques		In general I learned to see kids' behavior as defensive, confused, learned but not directed at me for personal reasons. I didn't feel kids were working against me. I could see how much having a real relationship improved the way a kid responded to me. And I could see kids hurting themselves much more than they were trying to hurt others.

Own setting. Since we as a group are to define the kind of environment we want to create, and do it on our own ground and time, we had the luxury of an extended block of time together as a group before trainees began to work with children. We utilized this time to share skills, take turns presenting content/experiences that we each valued, learning interpersonal dynamics of the group and beginning to develop group goals. As we were going to design, as a group, a learning environment for children, we needed to know how we each conceptualized an ideal setting, the values we each held about children, and how individual trainee goals and resources (re experience with particular age group or kind of behavior, or curriculum) could mesh to form a coherent environment. Examples of group time during this period were the psycho-educational model of teaching, humanistic education, behaviorism versus humanism, education of inner-city children, and black/white issues.

Phase III. Observation of Settings (Can be Concurrent with Phase II)

During this phase trainees were exposed to a wide range of learning environments within the general Syracuse area, and we took a trip as a group to another urban center. Staff members make available information about what alternatives there are, and trainees arrange visits based on their interests. Trainees have seen public school regular and special classes, residential institutions for disturbed, retarded, and delinquent youths, preschools, open/free schools, clinics, resource programs, etc. The group trip has been to New York City (to see psychiatricly-oriented schools and also innovative work with minority group children) and to Toronto, Ontario, where there are large inner-city open schools in low-income ethnic communities.

In-school setting. Some of the observations during this period were in the classrooms of the school in which we were working. While these classrooms and teachers represented a range of styles, they did not show extremes in either child behavior (e.g., not "seriously disturbed," not excluded or delinquent) or teacher philosophy (no structured behavior modification, no extremely open and this in part due to confines of the school).

Own setting. Trainees saw a wide range of learning environments and were able to spend larger amounts of time in an environment if they wished. In general, trainees felt this phase was very useful.

One trainee wrote:

> Some schools by their atmosphere cause me to have a negative gut response. S. did this. I just didn't feel like I'd want to spend nine months there. This feeling made me think about myself and being in a school. Observations are valuable thought stimulants because they are real situations for me, as opposed to reading about schools where I have to employ much more imagination. Observations let me see more

concretely what situations I would be comfortable in.

In David Hunt's model he describes that discriminating a variety of environments is a preliminary step to being able to radiate different environments for different children. Most of our trainees, including those who had had teaching experience, had seen very few alternatives for children ("good" or "bad"); observation helped them clarify their own philosophy, interested them in other points of view, gave them concrete ideas about curriculum approaches. It also exposed them to some of the realities of public schools and institutions and began raising their consciousness about advocacy issues. For example, one group of trainees visited a state home for delinquent girls; one student was very upset at what he saw and proceeded to make extensive contacts with court, detention and probation officials to deal with how a child gets to this kind of place.

We have considered repeating this phase in the spring semester as well.

Phase IV. Role Experimentation and Contact with Children

During this phase, as an extension of the observation process, trainees were encouraged to involve themselves for a short period of time in a specific role that interested them. We hoped that by trying out different placements or roles trainees would gain a sense of particular groups of children and adults with whom they would like to work. This was more formal when we worked within a school; in our own setting trainees verbally debated various roles they might want to take that reflected their interests, and these changed as the group evolved.

In-school setting. In addition to spending time with teachers whose classrooms were appealing, trainees also spent a week with the principal, the school social worker, the resource teacher, the art teacher. Trainees could be as innovative as they liked in designing roles that fit their needs and those of the school. In deciding on a "permanent" role, trainees committed themselves to some classroom or group of children for the rest of the school year. Examples of the kinds of roles that evolved are a 2-member crisis team to deal with behavioral incidents, a full-time co-teacher in an open classroom, individual tutoring of primary children with learning problems, one half-time aide in a sixth grade and half-time running a music and drama program, a substitute for teachers to utilize to take breaks, a teacher of a morning math program for small groups removed from their regular class, a group leader for small groups of primary level children to talk about their feelings, etc. Expressed needs of regular teachers in the school were part of the decision, and teachers gave approval to chosen roles.

An example of the role experimentation phase of one trainee is included here with brief quotes from his diary.

Sept. 8-12: With the principal.

"He impresses me as a good man. He has many roles.

He is a smoother-over of teachers' and parents' problems; he hires and fires people; he is an authority figure to kids; he initiates and directs programs; he mediates kids' disputes; he supports his staff; he hassles with the Board of Education over matters like transfers, racist buses and districting..I never realized the complexity of running a school...Also, took a walk with H. around the neighborhood, felt angry with "the system," very powerless, real angry, wanted to change things to give people a chance. Realize that good men like H. are frustrated by a racist system."

Sept. 15-19: With teacher of a primary cross-age class. "Went with M.K. today. She ran sort of an unstructured class. Kids were pretty wild. Not much was accomplished. Kids' skill level in general low but there are some very bright kids. Makes lesson programming tough.....I still find it difficult to talk with M. I feel that a week will not be long enough to break down barriers, but at the same time I'm not sure I want more than a week in her class...Tough day in the classroom. Early morning went well, however, art class made kids sky high, which resulted in a crackdown from M. Most of rest of the morning was spent with heads down. In addition, 6 or 7 of the more disruptive spent the afternoon in the hall - my only problem was that this choice was arbitrary and they were all black. Significant? I guess I'm not sure of how to establish control.. I see more the need for a systematic approach to the classroom. I need to explicate for myself my general philosophy of education and then work it out in the classroom. I feel now that the situation I'm in somehow contributes to my inconsistencies - that is, a classroom based on order and social adaptation, but set up quite freely...Today, M. was sick, so I had to take the class. I was quite unprepared to do it, but I did it anyway. I had no plan, so the day was chaotic. I see very much the need for planning what should be done... Sept. 22. Well, I survived. Today I took M.'s class again, but I had prepared for it. I couldn't get hold of her during the weekend, so I made my own plan. It helped a hell of a lot. I enjoyed the day, but was exhausted.

Sept. 23-29: With the resource teacher. Found out more about P.'s conception of her role; she's strict, clear and consistent. She convinces the kids of her good will towards them. I spent a busy day in the halls, mostly around M.'s and H.'s rooms...I feel that my experience with R.H. the other day was good for him. He seems to trust me. He had to be pulled out of the class today, but he came readily and talked to me a bit. He worked very hard in P.'s room...I helped out more today in the resource room. I don't think I can communicate authority very well - the kids immediately test me when P. leaves, and they usually win... Was with P. again but didn't spend much time upstairs. A sub was in M.'s room, so I was in there most of the day. It was a rough day in there. I felt pretty confident in that class that I could control it. I had fun. I'm not sure how much the kids learned, and that bothers me. The sub was not very good.

Oct. 1-3: Microteaching Workshop

Oct. 6-10: In an open classroom of 5th and 6th graders. He and another trainee took over the class while the teacher was out for a week.

Went into B.J.'s class today...I like the atmosphere - hope I don't panic because of lack of observable routine. I enjoy learning with the kids - really get excited by it... Today Betty (another trainee) and I took over B.J.'s class. There was a good deal of chaos, but nothing to get uptight over. The class did not have too much 'productive' work, but they did do a lot of testing - nevertheless, some work was done. Also, I'm convinced they see us as keeping an atmosphere similar to B.J.'s...I like the kids in the class and notice a good deal of peer interaction and cohesion .... Today was a little better - the class did a tiny bit more on their own. It takes a lot of faith in this method to pull it off - also a lot of knowledge of what to do with materials... I took the others out to measure and left J. and W. with the impression that they would go. I guess I was pretty inconsistent. I apologized and I think it helped the situation. In general, the day was too chaotic. I feel we should offer more, but I can't seem to turn the kids on. It's a real problem to me... Well, the week is over. I'm tired and half depressed, half satisfied. I don't think the kids learned much, yet I really liked the week and feel I would like to continue - that the kids would learn. I guess I really like the kids... Oct. 14. Talked with B.J. this morning, was happy she was pleased with what we did. Stayed with her class in the morning, and enjoyed it a lot. She has a lot more control. Moreover, the kids do more work.

Oct. 15-18: Week with Art Teacher who moves from class to class. I enjoyed the week with C. I like what he does, or tries to do. He is a hard man for me to talk to. Sometimes I wish he could communicate his enthusiasm to kids as well as he does to adults.

Oct. 21: Well, it was a better day than yesterday. I was a rover again. There was not much to do for a lot of the time. However, I did get involved with D., but I couldn't get far with him. I started an LSI and for a while it went well, then I think he got confused and wanted out... Talked with P. (Project Director) today about B.J. I'm happy I did, because I want to get in that class. Also, was glad B.J. was enthused about my coming in.

Own setting. The experimentation and settling on roles developed out of group discussions and the interaction that occurred as we gained children for our program. When located in an ongoing school, the population of children was readily at hand. When we decided to create our own setting, we needed to gather together a group of children for whom we might provide a needed service and also who might serve as a teaching population for the trainees.

We had observed the large number of children in Syracuse who were officially or unofficially out of school - some formally excluded, some asked not to return, some awaiting placement to

institutions or recently returned from institutions, some chronically truant[1]. This group was certainly in need of services and also represented children with varying kinds of difficulty with whom our trainees could work. As a group we made contact with the city school administrators, discussed our goals, and asked for names of children and adult contacts in the schools. They gave us some and on our own we contacted guidance counselors, school social workers, and resource teachers who might have had dealings with families or the children who were out of school. We ran an ad in local papers and magazines asking parents (and anyone else) who had children out of school to contact us. We also had an open house to have prospective referrers talk with us. Later we established relationships with the probation department, and other non-school agencies who dealt with excluded children.

The following schedule of group meetings (small groups or total group) for weeks in November is indicative of how time was spent during this contact and search phase.

Tues. 9th - Meet at Board of Education with Assistant Superintendent of Pupil Personnel regarding our program and referral possibilities.
Wed. 10th - Small planning groups
Thurs. 11th-T-group
Fri. 12th - Meet with Urban Renewal officials regarding place for our school.
Mon. 15th - Director of S.U. Reading Clinic
Writer at New Reader's Press
Speak at our group meeting regarding their organizations as resources for us.
Tues. 16th- (A.M.) Ph.D. student talk about taping our group meetings for his dissertation.
Go to public school for DISTAR demonstration.
(P.M.) Meet with head of adolescent treatment program at local hospital regarding referrals.
Meet with staff of local free school regarding open curriculum.
Wed. 17th - (A.M.) Met in subgroups to plan.
(P.M.) Meet with head of children's treatment program at local hospital regarding referrals.
Dinner together at staff member's home.
Thurs. 18th-T-group
Fri. 19th - (A.M.) Met with social worker and guidance counselor at local junior high regarding referrals.
(P.M.) Sub-group meeting-work session to write Model Cities proposal.
Sat. 20th - Trip to residential farm for alcoholics and drop-outs.
Mon. 22nd - (A.M.) Group meets early to prepare for meeting 11:00 Meet with Superintendent of Schools at the Board of Education.
Tues. 23rd- (A.M.) Group Discussion-content session.

[1]More is being written about this population of children, including a monograph, The Exclusion of Children from School, Jacob Regal (Ed.), Council for Children with Behavioral Disorders; and The Way We Go To School: The Exclusion of Children in Boston. Beacon Press.

24th-25-	Thanksgiving
Mon. 29th -	(A.M.) Group Together-Content Session (P.M.) Meet with officials of City Art Museum regarding resources 7:30 Observe at Model Cities Agency Meeting
Tues. 30th-	(P.M.) Seminar on Language Arts approaches (planned by trainee)
Wed. Dec.1-	(A.M.) Subgroup to talk with Drug Counselor at Suburban High School regarding referrals.
Thurs." 2-	1:00 T-group 7:00 Sub-group to meeting of local poverty agency. 7:30 Sub-group to present our proposal at Model Cities Board Meeting.
Fri. Dec.3-	2:30 Meet as a group with head of Syracuse University Teacher Preparation Program and Director of Special Education regarding what we are doing, the "substantialness" of our program, and certification questions.

Through the search for referrals, we evolved a long list of names[2], which individual trainees pursued based on their interests in terms of age and sex of the child or youth. Children were taken into the program by decision of the group. Teams formed to function with younger (ages 8-11) and older (12-16) youth, and these teams made many of the decisions about the specific children and their programming needs. Trainees began to work with children on an individual basis as we set about to create a school.

Our relationship with public school officials was complicated, to say the least. While they initially sanctioned our program and provided us with the names of some children, they obviously had questions about the openness of our program and its lack of similarity to the public schools. We include here a statement from the End of the Year Report, 1971-1972, the first year we created our own setting.

"A rather extensive data-gathering process was entered into by our entire program. As a first step we established contact with an Assistant Superintendent of Schools to offer our assistance to those children excluded from schools and, in general, to offer ourselves as human resources who could offer another alternative to children and youth. The negotiation process with the public schools contains several issues, and it was necessary for the schools and our group to be clear on several points.

First, we wanted to remain independent of the schools; in other words, we were seeking their sanction, not their curriculum and intervention approaches to children's behavior. On the other hand, it seemed important at the time to protect the children with

[2]We continued to receive referrals from many sources during the year. While we often felt we were not in a position to take these children, we did try to make referrals to other programs, find tutors for the children, or in some way suggest some direction for those seeking help. We learned that there are a large number of children and youth, particularly ages 12 and up, who are not being provided for in public school programs.

whom we would be working, so that they could return to public school when and if it seemed appropriate. Several meetings were held with the public school administrators, including the Superintendent of Schools, informing them of our plans and sharing our resources with them.

We negotiated a kind of contract (verbal and philosophical) with them. It included our reassurance that we had no intention of alienating children from the public schools. We intended, and we believe lived up to it, to keep children out of any ideological disputes we might have with the schools. Our major goal was to provide an alternative setting for children, who might then be better able to define their learning needs and goals. We wanted to be of assistance to children in defining and meeting their goals, and that certainly could include returning to school. As it turned out, the majority of the children with whom we worked placed a high value on returning to school, and many did just that. Several of our older children were already in junior high school on a half-day basis, and we attempted to extend their time in school or assist them in skills and social development, so that they could best utilize their in-school time.

In very clear terms, we communicated our interest in providing an alternative for children, many of whom had no other learning environment available at that time. We have no intention of doing an expose of the schools, and we told them so. For most of the school year we received referrals from school officials, particularly those youngsters suspended at Superintent Hearings, which call for youngsters being suspended for a period of six months. It is then necessary to find another program, and we were utilized in several cases as an alternative program. As our philosophy of open education became more obvious to certain school representatives, there developed the basis for a degree of suspicion and concern as to our activities and value. Several "spot" visits by two school representatives fuelled this concern and in an effort to have us all communicate more clearly, we called a meeting in late April. The following letter is an attempt to summarize the content of the meeting and to represent both sides:

Assistant Superintendent of Schools
Syracuse City School District
409 West Genesee Street
Syracuse, New York

Dear Sir:

During the past several months you have expressed some concerns about our Shonnard Street School Program. Until our recent meeting of April 28 we had not responded in an organized fashion, but rather relied upon informal and impromptu encounters with City School District Representatives as our school day was in process.

On April 28, with twelve representatives of our program present and the District represented by you, and two others, we discussed our respective positions.

You began by stating three concerns. First, there are no formal classes being conducted, at least during the three times you visited. Second, our training of teachers

should include small group activities in which one teacher functions with ten or more children. Third, and this was cited as the major issue: "Is what you're doing good for children?"

It might be helpful if I could respond to each of these concerns. My hope in writing this is to keep our communication going and to build for our future collaboration.

First, there are no formal classes being conducted in our school program. In point of fact, there are and have been formal classes conducted for certain children and aimed at specific content. As a rule we have found the needs of these youngsters to be so enormous both for relationships and skill building, that grouping has usually been of limited value.

The argument that they are going back to school programs in which they are required to be in groups is not a very compelling one. Our expectation is that in tutorial situations in which each student received the individualized instruction he can tolerate, he will be better able to respond to more formal classroom procedures.

In our school program, a schedule has been arranged for each child based on his academic needs, social skills, and the person or persons with whom he could work most effectively. To the best of our ability and depending on the receptivity of each child a plan was developed for each child. This plan involved academic and social skills. For some children, we could approach skill building in a straightforward manner, others are so frightened by learning (and by not learning) that we needed to use a more activity-based approach. Several children wanted very badly to return to public school and our teachers then worked directly with the school personnel finding out which materials and skills were needed to expedite the child's return.

Second, our training of teachers should include small group activities in which one teacher functions with ten or more children. We assume that in some way this concern is related to the first stated concern. The majority of our teacher trainees have come to us with extensive classroom experience. The stated purpose of this teacher education program is to develop innovative approaches, environments and roles for working with excluded children. For those trainees who needed small group experience, there were many opportunities for them to do just that.

Third, is what we're doing good for children? To a large extent, this is a value question. If we addressed ourselves to the "facts," the answer would be an unqualified yes. The majority of our children are in school on a part or full time basis; feedback from the majority of parents, school personnel and agency representatives with whom we have worked is positive; and extensive interviewing of

individual children reveals both positive attitudes toward our program and teachers, as well as a good understanding of their own feelings and behaviors. We have engaged in an extensive evaluation process in an attempt to both document what we have done and improve upon our efforts. Extensive case studies have been compiled for each child and a summary of that material will be furnished the public schools.

On the other hand, if school district representatives do not accept our point of view, then there is a basis for disagreement. We honestly believe we have lived up to our initial agreement to present ourselves to children as a school program which would assist them in pursuing their learning goals. We have done this to the best of our ability. We have made literally hundreds of contacts with school personnel, parents and agency workers. In no instance have we attempted to dissuade a child from returning to school. And once he returns we continue to follow him up and offer assistance to his teacher and others in the school.

In an effort to maintain communication we are enclosing summaries of our contact with each of the children in our Shonnard Street School Program. I hope these will be of help to you.

Sincerely,

Peter Knoblock, Ph.D.
Professor of Special Education

In September of the 2nd year in which we created our own setting, we held a meeting again with the Assistant Superintendent for Pupil Personnel and the School Psychiatrist. We talked about what we hoped to do and they talked about their point of view about programs like ours. Here are notes from a staff member's diary about the meeting and his recollection of the statements the two school officials made:

Meeting at Board of Education, Sept. 21.

The meeting was a disaster. The representatives of the school made the following statements:
"School is to work <u>on</u> kids, not to work <u>with</u> kids. Your program is a friendship program. Ego strength <u>is</u> academic achievement. The closer we stay to what the schools do, the better....You can go to camp or the Boy's Club for interpersonal stuff--school is for learning. These children are quickly coming to the close of their mandatory educational experience and must learn soon. We have to sweat them out. They're all back in school in 6 months anyway. Most children don't feel good about school and that's how life is - Hard Work. We know schools are 10 years behind the times and we have to play the percentage - doing what we see working already!"

In essence, they felt that our focus on the emotional and social

behavior of the children (which were the reasons they were out of school in the first place) was unnecessary and that our commitment should be to purely academic skill training.. They denied that our program had had much impact ("they'd all be back in school anyway") and they disagreed strongly with our open approach and our efforts toward making learning enjoyable. They saw our population of children as a group that needed authorities to force them to accede to the schools' norms of appropriate behavior.

Our trainees, many of whom expected a warm or at least cordial reception, were very upset. Several weeks later some of them wrote:

"My anger has not subsided and I'm glad!
They pushed me further outside the net."

"Disbelief! At first I felt that they may have been influenced-but my hopes for that are slim now. One of my reactions (which some people have seen as unrealistic) is that they may have been taking a hard line at first with us-and may not care enough to put up further resistance if we went back to them. I can't believe that they are as strong as they came across."

"My reaction to the meeting... is that they are threatened by us and probably will continue to refuse to see any merit in our program. I therefore feel that we should establish our school exclusive of either (of them.)"

"I felt my learning began then. I questioned if (those men) like life. I have done a lot of thinking about what motivates them and their inside feelings."

"It was one of the most amazing and incredible sessions I ever sat through. To think those men have a good deal of power over people-kids and adults- and they have actually arrived at the point that they are. Someone in the group said it-and I think it summarizes my feeling - that those two men, either through their own logic or as a way of dealing with their own bureaucracy, have a real dehumanizing attitude that I don't think they even see or feel."

In effect, during this year we did not deal further with these officials, except that we did receive a couple of referrals to our program through their suggestion. We continued to maintain contact with personnel in individual schools and agencies, and many of these people responded to us and our children.

Phase V. Creation of Learning Environments

This phase covers the major part of the training year where trainees gain their direct experience with children and tie this in with theory and analysis during seminars and reading. We encouraged trainees to develop an environment that might be a model for how they would like to be in the future and also to try out new behaviors and work on areas in which they see themselves as weak.

In-school setting. Trainees evolved their chosen permanent role in conjunction with the other adults in the school and the Project Staff. Often what the trainees did was a direct response to a need in the particular classroom and the school. We encouraged trainees to be responsive to teacher needs and to establish a relationship with the teacher; the staff attempted to monitor the negotiation process and help out when conflicts arose between teachers and trainees. We found the trainees tended to gravitate toward teachers with whom they felt personally comfortable; this was more possible in the larger school where there was a wider range of persons to choose from. In classrooms where the relationship was good, the trainees were often seen as co-teachers, without much difference in status, and they had an opportunity to have a strong impact on the classroom.

The kinds of problems in relation to trainees that supervising teachers mentioned were: (1) the trainee taking on too much and not following through; (2) unclear communication between teacher and trainee; and (3) disagreements between trainee and teacher over the handling of children. In our first year, only 1 of the 8 supervising teachers felt she had not learned from the trainee. The other teachers described having gained the following from the trainees:

-appreciation of openness and honesty with children and adults.
-specific skills with children.
-ideas, materials and activities to use with children.
-patience.
-value of empathy and moral support.
-greater ability to recognize own feelings.
-greater understanding of what it means to be black, and trust of black person.

The importance of relationship between the trainee and supervising teacher was indicated by findings from two different instruments we utilized the first year. On Semantic Differential ratings of 17 different concepts related to the training program, the concept of Teacher Worked With rated 1st on the evaluative dimension, 2nd of 17 on the activity dimension, and 3rd on the Potency dimension. In the correlations of the scores on the Teacher-Pupil Relationship (TPRI), there is a more positive correlation (.5416) between a trainee's rating of self and the Supervising Teacher's rating of the trainee than with self and other trainees. That is, of the measured relationships with adults, trainees were most congruent with their supervising teacher. This probably indicates a higher degree of interaction, feedback, and self-disclosure.

It would be difficult to convey here the wide range of activities trainees engaged in in the 6 months of their permanent role assignment. They did all a classroom teacher might do and more. The chart below suggests the variety of tasks trainees took on.

Trainee	Role
1	Assist full-time in 6th grade class designed as "open classroom"; took equal responsibility for planning and implementation. Also did individual counseling with two other boys in the school who seemed to have emotional difficulties.
2 & 5	Crisis Teacher-intervened in behavioral issues; substituted in classrooms; did regular 1-to-1 counseling with specific children; relieved teachers so teachers could deal with problems with particular children.
3	Assisted mornings in 6th grade doing Math and Spelling skills; worked with three children (grades 1 & 2) who needed individual tutoring; and taught the Boys Chorus after school.
4	Assisted in grade 1-2 and took primary daily responsibility for 14 children (½ the class).
6	Assisted in a mobile pre-school program (in parents' homes) connected with the school; and worked with individual children in the learning laboratory of the library (which she helped create.)
7	Assisted in grades 1 & 2; worked as a co-teacher in content areas; ran small groups of the Bessell Human Development program; tutored and counselled several primary children who were seen as needing both skill help and a relationship.
8	Served as a resource person to teachers on a planned basis; arranged a schedule to move into various rooms and provide relief for the teacher, or aid in particular activities or with particular children. She saw this as allowing her to learn about a wide range of teaching styles and children.

In the second year that we were attached to a school, trainees took equally as diverse roles. However, since the school was smaller, some trainees chose to locate elsewhere for part of the time. They worked as a group leader in a public junior high adjustment class, assisted in a special class for EMR children, co-taught in an open classroom at the school of a residential setting for neglected boys, worked as counselors in a college preparation program for drop-outs, and two trainees established a classroom for adolescents in the psychiatric unit of a hospital. These settings were sought out by the particular trainee with help from the staff. We counselled trainees to choose a classroom environment that would allow them to explore new knowledge and skills in the direction of meeting their learning needs.

Own setting. There were many factors that affected the learning experiences created by the children and adults in our own setting. The most potent of these are discussed below.

Physical setting. The space available and its nature can set a tone for the kinds of activities within it. One year after much searching for "free" space in the city, we located at a small Boys Club in the Model Cities area (where a number of the children in our program lived). This building was a concrete structure with two game rooms, a large gym, a shop and an office; the facilities clearly "spoke" of recreation. We brought in pillows and curriculum materials to try to change the tone of one of the rooms to a more "school-like" atmosphere. Since the building was utilized as a Boys Club each afternoon, after "school" we had to pack away our "things" each day. By the end of March several trainees had begun meeting with the children in a setting outside the Boys Club - often an apartment - or utilizing trips as a major activity. They felt that this was more comfortable for them. The second year we used a small house under an arrangement with Syracuse University. Here there was less space for physical activity and the rooms were furnished with desks and soft chairs. While we continued to utilize trips out into the community, we found group meetings and quiet activities easier in this setting.

Time. The first year in the Boys Club we operated a morning program, 9-12 weekdays. Many of the children and youth in the program then went to a public school in the afternoon. Since we had them during what school personnel consider "prime time," we felt pressure to push some focus on academic skill that particular individuals needed. The 2nd year trainees were interested in an afternoon program, which met from 1-4; with this time slot there was less pressure for academics and more focus on recreational and enrichment activities.

Needs of particular children. The needs of the children varied enormously, and we as a teaching group (trainees and staff) had to respond individually to each child. Most of the children were referred to us for some perceived behavioral reason; some had academic deficiencies but these were seen as secondary to other problems. The following descriptions are from trainee case reports on the children specifying areas of difficulty:

expression of racially related black/white fears/hostilities (on part of blacks and whites);

extreme responses to anxiety (attack or withdrawal, excessive joking);
continual/persistent testing of adult limits;
avoidance of school-like tasks and adult-structured activities;
disorganized behavior with peers functioning as group manipulators;
act out and respond with anger to "authority" figures, seldom cooperate with adults;
submission to peer group pressure;
attempting to "con" others;
refusal to initiate or participate in group activities;
difficulty in making commitments, in following through on agreements or contracts;
refusal to see or admit responsibility for own actions;
runs away from home, difficulty in communicating with parents;
poor hygiene;
does not demonstrate skill in reading or math;
fantasizes excessively, especially related to sex, attempts to act out some fantasies;
focus primarily on self; lack of concern for others;
sees self as unskilled, unworthy;
losing control in anger, tantrums;
react to frustration by destruction of property;
steals;
inability to talk about self;
is very critical, cynical;
expects too much of self;
lying;
difficulty in retaining information.

Often adult-initiated activities were designed to focus on relationships with peers and adults, self-concept, sustained attention, thoughtfulness about one's own behavior, awareness of consequences of behavior, as well as attainment of academic skills and content. Therefore, group games and group discussions were seen as appropriate as math lessons. In addition, we tried to respond to the requests that school personnel made about the needs of specific children.

Needs and resources of trainees. Each trainee had different goals for themselves for the training year, and we tried to design activities so that experience was available in different areas. For example, some trainees who wanted to learn to teach math, ran math tutoring sessions; other trainees who felt they needed experience in group discussions took responsibility for group meetings.

Likewise, we as adults shared our interests and resources with the children. So various trainees taught art, music, karate, science, outdoor skills, drama (role-playing), and model building. As well as being an end in themselves, these activities served as a way of establishing relationships between adults and children and among children.

Goals of training group. Much of the group time during

Phase II and after was spent talking about the kind of educational setting we valued. It was these values (these philosophies) that had a large impact on the design of the program for children. In our setting, we had pre-selected trainees who were interested in more open classrooms; in another program, trainees and staff might decide upon some other approach. An example of a trainee-determined goal statement is the following proposal written for the Syracuse School officials in an effort to introduce ourselves and establish contacts toward getting children for our program.

A Proposal

I. Goals--1. to create another educational opportunity in Syracuse for children who have been seen as problems in school and who are now in school on a part-time basis or who have been excluded full-time;
2. to provide an accepting environment for children who have had difficulty in adjusting to school, and to meet these children's needs regarding acquisition of skills and personal development;
3. to provide an avenue for reentry for these children to full-time school;
4. to identify teachers in public schools both willing and able to deal with disturbing children;
5. to provide support for public school teachers who have contact with these children;
6. to inform parents about our program and elicit their support and participation in their children's education;
7. to utilize existing community resources--both human and material--in establishing and maintaining a stimulating and therapeutic educational environment;
8. to provide a training environment for our group of teachers committed to inner-city children and schools, an environment which focuses on both teacher skill acquisition and personal development.

II. Who We Are--A federally supported (U.S. Office of Education) Special Training Project to prepare teachers for inner-city teaching. The project is a master's degree program in Special Education at Syracuse University. The program originally focused on training teachers of "emotionally disturbed" children, but now we are directed toward inner-city children and particularly those children who are unable to adjust to and/or have been excluded from public schools. We have believed that the best learning about oneself as a teacher is through doing it, with feedback from others. The program includes 11 graduate students and four staff persons. Our group consists of people whose teaching experience ranges from beginning experience to ten years. We offer varying skills and resources, including such things as the teaching of elementary reading via the Bank Street Reading Program and DISTAR, the Sciences (particularly chemistry, biology, astronomy), health and hygiene, Spanish, German, French, math

skills (including knowledge of the computer language, Logo), social studies, English, drama, role-playing, crafts--both indoor and outdoor, camping, physical education and music.

III. Who We Will Be Working With--We are concerned with children, ages 5-18 years, in the City of Syracuse, who have had difficulty adjusting to the public schools. This would include children with a wide range of difficulties--from very withdrawn to very aggressive behavior. Their common situation is that they are now in school on only a part-time basis or have been excluded on a full-time basis.

IV. The Program for Children--We plan to work daily (9-12, Monday through Friday) with children on an individual and small group basis to involve them in a learning experience that will be suitable to their needs. The adults will work in teams with children of varying age groups. If possible, meals will be provided for the children. The program will be a diverse one--with a focus on both academic skills and personal development. We want children to improve their skills in math and reading, as well as skills in more appropriate interaction in social situations with peers and adults. We would hope that through this experience the children would feel better about themselves, have a growing understanding of themselves and their relations with others, and their parents would be more involved in their children's learning. We can provide a wide variety of enrichment activities, based on the interests and resources of our group, as well as those of the children, parents and other members of the Syracuse community.

All of the above factors had an impact on the kind of learning environment created. In an effort to describe more concretely, we are including here examples from weekly logs by three trainees. It is evident that while they worked together at times with a group of children, they also spent time alone and in a tutorial way with one or more children and each pursued her own interests. This flow of moving together then apart, working alone and in a group, has been characteristic of the settings we have created. After the pages of logs we make some comments about trainee style and the variety of activities demonstrated in each log.

The trainee in Log I. is a very active woman who has a strong committment to academic skills. She pursued a math tutorial program with a number of individual children throughout the year. She also was willing to be involved in conflict with children and intervened often to help. These days were also typical of the intermingling of physical, emotional and cognitive experiences. Many of the children and youth enjoyed athletics, and we saw physical activity (here swimming and volleyball) as opportunity for socializing, aiding self-esteem, and increasing comfort level among children and with adults, as well as teaching a physical

ACTIVITIES WITH CHILDREN

DAY	WHAT YOU DID	WHICH KIDS INVOLVED	GOALS	WHAT YOU USED--MATERIALS/METHOD	OUTCOME	IMPLICATION WOULD YOU DO IT AGAIN? WHY/WHY NOT?
FRIDAY	Math	J. and E.	Graphing activity for J. E. asked to do math; worked on addition.	Prepared sheet of ordered pairs that plots points to make a turkey!	Had to leave J. and he had too much difficulty, I think.	Yes, J. has a flare for drawing and graphing fits in. He has basics and is ready for more sophisticated stuff!
	Swimming - went but didn't swim.	Mostly R. and K.	Be there to help supervise but not go in.	Brought playing cards.	Played cards with R.	Yes; that's the first time I did anything with R. I was glad to get to know him.
MONDAY	Talked to D. & K. re argument they had.	D. and K.	Find out what happened & why. Talk about how to avoid similar incident.	Talked to D. re giving verbal warnings of anger before resorting to physical means of showing anger.	K. and D. stayed, talked; they are not friends but I think K. understands D. more now.	Yes, K. made reference to D.'s mother and angered him so D. really kicked his shins hard; both made mistakes and I think both heard me talk about it.
	Math	B. S.	Asked to do some.	Add. Chart of all facts.	He did chart quickly and seemed proud.	Yes, B. seems pretty down about his schooling; I want to help.
	Drove to swimming	K. R. & C.	Get them there.			
	Went to computer automechanics.	J.	Intro. J. to Computer(LOGO).	LOGO Computer language	J. loved it!	Yes, especially with J., can see him doing comp. in future.
TUESDAY	Math game with Math Lab person.	K. and R.	Wanted to learn game from C. but hoped kids would join on their own.	ABM Blocks? Base 6 set of units, longr., flats, cubes.	Everyone picked up game quickly; seemed to enjoy it.	Yes, Ch. will leave game for the week & bring another one Thursday.
	Help with volley ball.	None	Be helpful.	Net and stanchions.	Net was put up. I left to work with D.	Yes, think the little kids would like volleyball.
	Math game.	D. P.	Game was a fun way for D. to practice addition.	Blocks	D. liked game, really had to think to do the training.	Yes, D. is very behind in math and needs it made interesting to get into it.
	Meeting with School Psychiatrist, Peter (program director) & V. (another trainee).	None	Find out official status.	Prepared sheet of kids names and questions.		Yes, very honest and helpful. Talked a lot re cooperating with us.

ACTIVITIES WITH CHILDREN

DAY	WHAT YOU DID	WHICH KIDS INVOLVED	GOALS	WHAT YOU USED--MATERIALS/METHOD	OUTCOME	IMPLICATION WOULD YOU DO IT AGAIN? WHY/WHY NOT?
WEDNESDAY	Talked a little to A.	A.	Had agreed to help take in A- but Bill seems O.K. to handle it himself. Didn't think he had wanted a specific kid.		Didn't really talk much with A.	Yes.
	Taught S. to play Kala	S.			Fun	Yes.
	Picked up C.	C.				
	Vocabulary role-play	B, S, J, E.		Enjoy role-play pract.	Fun. Learned.	Yes.
	Played Kala with C.	C.		Interact with C.	Fun. Chance to observe his thinking a little too.	Yes.
	Talked to A.about H.	H.		Ask her advice.	She advised.	Yes.
	Talked to H.	H.		Talk about had she made up a story.	H. said she didn't feel need to make up a story.	Yes.
	Role-played Cepheus House (a group home)	S, B, B.	Interact with S.	Game-Kala.		Yes.
THURSDAY	Worked with kids who were putting models together.	K, C, D.	Work together; talk.	Model kits they had purchased.	Good. Helped each other. K. showed me a few things.	Yes. Models; good way just to be together. Watch interaction.
	Talked to Social Worker re: 2 King kids.					Yes.
	Continued with models	K, C, D, E.				Yes.
	Talked to Director of Family Center.					Yes.
	Played football.	S, D, S, R, and R.	Play together. Talked a little to S.	Football board.	S. kind of relaxed, kept blaming our losing on me. I wouldn't stand for that (said fooling around).	Yes. Establishing some kind of relationship with S and others who play.

WEEKLY LOG

Have you had contact with:

	Yes		P or V	No. Times	Check if "yes," Indicate P for Phone, V for Visit, Who, and Topic
1.	X	School Personnel	V	1	Teacher, S. School re: how to keep kids in
	X			1	school that other adults want to get rid of. Wrote letter to Asst. to School Psychiat. re: T.B.
2.	X	Agency People	P	1	O.C. Probation Dept. re: referral of S.K.
3.	X	Parents	P	1	Mrs. B. re: G's progress; initiated by her.
4.	X	Significant conversation with Project people	V	1	r.- Did he think I was too focused on myself and not on him in my question re: his silence in Tues. meeting? Glad I asked. Resolved.
	X		V	1	E.- Reg. supervision - Mutual Support Session.
	X		V	1	M.- re: How do we feel about program; get close to honesty.

List Briefly what you did in these time blocks with kids and/or adults.

	Thursday	Friday	Monday	Tuesday	Wednesday
A.M.	Planning meeting with all adults, covered lots of procedural issues.	9-10:30 - Merrick Sch. Class. (2nd-3rd) 3rd session Vocabulary Development Program; very high interest & participation.	No seminar. Spent 1½ hrs. making list of books to order (M., K., L., too).	Drove people to the polls all A.M.	Attended M.'s class. Talked afterwards re: responsibility in a group.
P.M.	1-3 at 214 Role-play - J. full participation - G. began to open.	2-3 at Boy's Club low key time. Transport a problem. Basketball and swimming.	At 214 - 1-1:30 - Played Voc. game with D., R., F., - fun, good perspective on their sight vocab. Intervened w/D. & R. re: fire & also fight (verbal) w/B.	Encounter grp. at 214. Hard work - some beginning of response among group members. Class talked a lot re: our program.	At 214. Read to D. Interview with V. Helped T & D with fight. LSI Talked w/J.G. after.

skill. Swimming occurred regularly once a week.

The computer is an example of our use of community resources; several trainees took a course in which they learned LOGO- a computer language for children - and then utilized the University computer facilities to involve some of the youth in that activity. The meeting J. attended (with the program director and another trainee) with the Syracuse school psychiatrist is one instance like many others in which we tried to work cooperatively with the public schools. In Syracuse, there is one school psychiatrist who is technically responsible for the exclusion of children from the school system and we had many dealings with him with reference to the status of our children.

Log II. is written by a trainee whose main interest with children was interpersonal interaction, toward a counselling role. She tended to be less interested in initiating academic content. She used games and crafts activities as a setting for talking with children. In fact, in her logs over six months, the phase that appears most frequently is "talked with." She often got involved in behavioral incidents with children and would really put herself in the process as she and child worked out a solution. This log is from the earlier stages of our group of children and adults.

Log III. is from the second year in which we created a school. This trainee has been involved in the Syracuse community for many years and knows its resources. He has been a most active advocate of children. He also is very committed to relationships with children and adults and was frequently involved in talking out conflict situations. Over the years he has developed his own language arts curriculum around vocabulary role-playing and used this often with the youth in our program. He spent one morning a week in a class at a local elementary school where he taught using this approach; he would take some of our teenagers and other trainees with him to help out and learn at the same time.

While these three logs show varied kinds of events at the school, they don't really indicate the wide range of things that trainees and children did. Among these were extensive field trips, cooking, physical training, (like Karate), language experience activities, library visits, films, crafts, and music.

Phase VI - Advocacy

This phase continues throughout the program after we make contact with children. This has meant reaching outside the school setting to effect change in the life of a child. Our trainees have actively sought out resources in the schools and community agencies, people with whom the children could interact and who could assist in school placements, finding jobs, vocational training, recreational programs, and so on. They have maintained relationships with parents as well. Most of our children were found placements in schools following our program. In terms of training this has meant aiding trainees in responding

to adults as well as children and also learning how to seek out the resources of a community.

The following is a page from a weekly log of one trainee. It indicates the range of contacts one person might have with adults in relationship to the program for children and his or her own learning. In one week this trainee had contact with parents, the assistant superintendent of schools, two social workers, a homebound teacher, the director of a family center, university faculty member, project staff and other trainees. From January to June of one year we tallied contacts the nine trainees had noted in their logs and these amounted to:

135 contacts with 20 parents
200 " " 60 school people
100 " " 50 persons in city, county and private agencies.

This is an impressive record of time and effort on behalf of children and it had pay off in terms of school placements as well as other areas of their lives. In 1971-1972, 15 of the 19 children with whom we worked returned to school the following September. Of the others, two were sent to a state training school because of trouble with the law, one has a job, and one refused to attend school. Job or camp programs were found for most of the youngsters for the summer.

Some of the children and youth have continued to have difficulty in school, and we have followed them up. In two cases where the school system seemed to be reneging on agreements to provide services for formerly excluded pupils, we arranged contact between the parents and a legal advocacy organization; suits were threatened and the school system under that pressure provided the rightful services. Unfortunately a legal approach still cannot effect the quality of those services; it can only determine the right to them.

Parents are one of the most powerless consumer groups in the education field, particularly poor parents. We made a point of extensive contact with parents in an effort to give them a balanced picture of their child-strengths as well as needs. So many parents have questions, fears, concerns about their children and schools, and have seldom been encouraged to participate in joint problem-solving about their child's education. We tried to do this. As one would expect, some families were receptive, and others for varied reasons were less approachable. In addition to visits and phone contacts during the year, each family received a letter at the end of the year about the child's participation in our program. An example of such a letter is included here:

June 12, 1972

Dear Mrs. P.:

I am writing you this letter at this particular time, because I feel that you should be given a complete report on your son, D's educational situation and status. As you know, this school year is coming to an end, and it is part of our program's family commitment to keep all parents informed as to the progress of their child.

Name_____

Dates Covered_____

WEEKLY LOG--WORK WITH CHILDREN

1. Please check YES or NO and, if YES, then describe briefly.

	YES	NO	# Times	ACTIVITY	WITH WHOM	TOPIC AND OUTCOME
1.	X		2 times	Visit parent(s)	Mrs. W. Mrs. L.	Bus to Shonnard St. " " " " Re: C, their moving her home her going back to studies.
2.	X		3	Visit school personnel.	Dr. B.-Asst.Supt. of Schools.	Academic contracts - we have to get started on individual ones.
	X				V.B. - School Social Worker	C. - how he's doing, more history; exchange ideas.
	X				P.M.	Teacher at King - re: child.
3.				Phone conversation with parents.	D.G.	
4.	X		3	Phone conversation with personnel.	J., C. Dr. K.'s office	C.'s time & coordinating work; getting Miss C.'s number (C.'s homebound teacher) re: her seeing C. at Boy's Club - they wouldn't give me her number (got it through Dr. B.)
	X				P.M.	re: two kids; going to see their teachers and them.
	X				J.B.	re: kid from McKinley-Brighton
5.	X		1	Contact non-school person/agency re: child.	S.A.	See about student who might be interested in doing 1-to-1 work with kid at King.
6.	X		2	Contact non-school person/agency re: other Project business.	S.A. and Film Library	Re: movie for seminar.
7.	X		2	Extended talking w/Project Staff	B.	The program.
					E.	The program.
8.	X		Several	Extended talking w/Project Students	V.	Project, pressures of kids - S., K., D.
					J. & E.	Re: Math stuff; work on Biggs bk. for resources. C.
					A.	Taking in more kids.
					B. & S.	
					J.	
9.				Other		

This marks the end of the second year that D. has been affiliated with our program, and though he will soon be returning to school, we enjoyed all of the interaction we've had with him. I only hope that you have found D.'s changed manner as refreshing and rewarding as I have.

The types of things that D. has participated in this year are included in the following list: Mathematics, Science, Reading, Karate, Role-Playing, Vocabulary Building, Rap Sessions, Games, Physical Education, home visits, school visits, program meetings and scouting the community. To explain what is meant by scouting the community, we used many of the community resources to help D. learn how to survive in this highly competitive and technical world. We are both aware of D.'s past and the state he was in when I first came to you in November. I hope it is not too premature to say that D. has matured a lot these past six months. He now has a pretty good idea of who he is, where he is going and what he would like to be. D. has grown into a fairly stable young man, who has perfected devices which will enable him to check himself out when a crisis situation arises. He is no longer the dangerous, unpredictable and bizarre person as say the reports at the Board of Education. D. is a very sensitive, likeable and caring human being. As a matter of fact, I am so convinced of this that even though I won't be in the program I will continue to work with D. on a part-time basis.

Presently we are in the process of trying to find D. some summer employment. His preference is to work for the Neighborhood Youth Corps, because he wants to work the entire summer, but if this doesn't materialize he has a chance to work for one month at a camp. If you could help me to convince D. to improve his swimming skills, he will never have to worry about a summer job again. Finally, I would like to say I am really glad D. is going to be given the opportunity to return to school next fall. The people at H. W. Smith were more than cooperative in trying to help D., and are looking forward to working with him.

If you have any questions about D., please feel free to call at any time. I will gladly give you any help I can.

Sincerely yours,

V.R.

The advocacy role is a very complex one and each person has to respond to his own style as well as the needs of the child or family with whom he or she is working. Comments of trainees about this role are excerpted below:

> I have been mainly concerned with school personnel in regards to the "advocacy"role. The weight of any of our recommendations, I feel, will depend as much on a solid working relationship with teachers and counselors, and a mutual confidence, as on the particular program or strategy we devise. I think the advocacy role can really suffer from too much breadth; being all things for some kids spreads the resources I have too thin.
>
> I guess the most difficult thing to understand and accept has been the incredible hierarchy that has to be broken before even beginning to accomplish anything. The next

most difficult thing to comprehend has been the evident lack of concern for these kids and what happens to them. For the most part, the consensus has been "just get them out of our hair." There has been a startling realization on my part that there are few places for children who have been labeled deviant and children who refuse to conform... have literally no place to turn to.

I find the "advocacy" role very rewarding. It involves an unbelievable amount of time on the phone and in the car, and the progress made seems nowhere near as monumental as the energy expended, but every little step is very significant. As a teacher I never made time to help my students socially or emotionally, just academically. This year I have that opportunity. I can help very few people, but I can help them in all ways possible. The advocacy role is not simple or easy to define, but it is probably the only way to really help someone, really change the course of someone's life.

Phase VII - End of the Year Evaluation

We try to spend some time together as a group of adults after our program ends with children. During this time we fill out evaluation instruments as individuals, and trainees are asked to assess to what extent they have met their learning contracts. We have met as a group to discuss the year (sometimes taping it) - how it was and how the program might be changed; in two of the years we used a retreat/encounter weekend format to do this. Individuals may ask for and receive feedback. We also utilize this time for clean up (literally) and finishing up case reports and other materials on children. We solicit feedback from community and school personnel who have had contact with our program, in an effort to better understand what our impact has been.

In addition to the day-to-day activities, trainees initiated and participated in many events to aid children and present our point of view. These included the preparation and presentation of a 2 day workshop at CCBD attended by several hundred people, as well as local programs on advocacy and parent meetings on legal rights of children. Trainees also have produced materials that have been used by others (e.g., self-instructional modules, papers, slide show, video tapes, photo essay, and a brochure on our program).

Summary

In this chapter we have described the phases of the training year in various settings - within an established school and in our own school. We have tried to convey the particulars within the general model by using the logs and words of our trainees and staff. We hope the problems as well as the pluses of a training program such as ours are evident from this kind of report.

Content of the Training Program

A major goal of our training program has been to integrate theory and practice. This focus grew out of experiences with many teachers who felt in hindsight that their undergraduate University training had little relevance to their teaching. We hoped that by using extended field experience as the central training component, and interweaving "content" into this experience, we might make the training time more appropriate to the jobs our graduates would take.

The "content" changed then depending on the members of the group and the classroom-based concerns that trainees had. When a need for particular content was noted (by trainee or staff person or school personnel), then a variety of means were available for dealing with the need. These included independent readings (staff-suggested or trainee determined), self-instructional modules (previously written by staff), seminars, university courses*, observations and visits to other settings and outside resources, speakers, and workshops. Some "content" then was idiosyncratic and reflected very particular needs of one individual.

Typically, the year began with staff members taking more initiative in the group content sessions. We began early by talking about the philosophy of the program and our hopes for its participatory nature. We expressed some interests that we had as staff that we would like to share with the group (e.g., history of the program, philosophical issues, the contract we had with the school personnel, etc.), and also set up an exercise by which trainees would think about and share their learning needs and resources. By looking at the individuals in the group and their perceived needs, we as a group could decide which areas we would like to cover as a group first, who could help with these and when we would do it. Often at the beginning, staff members would work with one or two trainees in planning a seminar presentation on a particular topic; later trainees planned most sessions on their own. We felt that the planning and preparation for a seminar was as valuable as the seminar itself; not only did the planners have an opportunity to seek out and organize information, but they also had practice at designing presentations that would be involving and effective (to translate to their work with children).

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* The program had been designed so that, within a 30 hour M.A., trainees received the majority of the course credit (21 hrs.) for the work they were doing within the program (i.e., time with children, group seminars, planning time, individual readings and supervision). For this we utilized student teaching credits, the 2 introductory courses in Emotional Disturbance and Independent Study and Field Experience credits. In addition, trainees were required to take 9 hrs. outside their major field of study. These courses were chosen by trainee interest and relevance to program.

We periodically took a meeting to plan the next six weeks or so, using the format of taking suggestions for areas of interest, gathering data about persons interested, getting volunteers for planners and deciding on a date for the presentation. Individuals also volunteered to share a topic that they had knowledge and concern about, and the group usually welcomed this, even if the topic had not sprung from a group need. The sharing of one's resources became a valued behavior and increased a member's feeling part of the group.

We utilized several different formats for time together as a group. When we worked in a school setting trainees worked five days a week with children, except Tuesday and Thursday afternoons from 1-5 during which we met together. Usually 1-4 was "content", while the last hour served as a "process" time to talk about the program and how the group was functioning. We also designed some special workshops (e.g., microteaching) that met during the school day; in these cases we arranged ahead of time with teachers and other school personnel for this released time. We also tried to include regular teachers in these special workshops when we could.

In our own setting, we spent half-day with children, and utilized three other time blocks to meet as a group - one for theory, one as an encounter group, and one to plan for and talk about the children and the school program. These time blocks took very different forms depending upon the individuals and their styles. Since in our own setting we as adults were responsible for the entire planning of the environment and needed to work together, the time spent on planning, feedback and our own relationships became very important. These processes also served as a direct model of a way to design an open participatory environment with children.

Group Content

The content areas that we covered as a group were developed through staff and trainee suggestion. There were in a broad sense two kinds of sessions: (a) discussions evolving out of an experience some (or all) of us were having (e.g. an observation in a school, an incident with a child, relationships among ourselves, plans for a group of children, conflict with school staff); and (b) planned presentations on a particular topic, which might take the form of a lecture, group or individual activities, audio-visual materials, requests for readings ahead of time, etc. In both these approaches we tried to interweave process and content, a trainee's applied work and theory. So in discussing experiences, we brought in relevant theory; an early behavioral episode witnessed in a classroom observation precipitated a discussion of possible interventions and led to a long series of seminars on ego psychology, behaviorism and concomitant classroom practices (Redl, Hewett, etc.). In turn, theoretical sessions (e.g., Illich, Piaget, Group Process, Children's Rights) were seen as incomplete unless some tie-in could be made to the children with whom we were working or other classroom situations that trainees had experienced.

Staff members also brought to the training program varying

expertise and biases about what content was important. We decided individually about topics we would like to initiate and also decided as a staff group about areas we felt needed to be covered (if they had not arisen out of student expressed concerns) and when it would be appropriate to do so. Some sense of staff-initiated content can be gained from the list of assigned texts (see appendix) which were ordered by staff members but were utilized differently depending upon the group and the individual trainees. The following are examples of sessions presented by staff members: our Project training model, the psychoeducational approach, observing and discriminating behaviors of teachers and children, a series on group process and sociometry, microteaching workshop, open education, values clarification, diagnosis, styles of therapy and teaching, films (e.g., Warrandale, Titticut Follies, The Quiet One), Children's rights, role playing, linguistic approach to teaching reading, Life Space Interviewing.

Trainees also initiated many of the topics covered during group meetings. Sometimes they asked staff or outside resource persons to present the material; often trainees presented the seminars themselves. Topics trainees organized included the following: what is art; inequality in education; activity-based approaches in science; theories of Piaget, Bruner and Montessori; adolescents and group homes; change agents in schools; men's and women's roles; social forces in the city; drugs; therapeutic milieux and residential treatment; deviance; black language patterns; pressures in inner-city schools; clinical role of the teacher. One year we made extensive use of consultants and visiting speakers; these included National Training Lab personnel, David Young on Microteaching. Fritz Redl, Seymour Sarason, Raymond Elliot on Urban Youth, William Kvaraceus and Helen Kenney, John Wilson, Clark Moustakas, and Arthur Seagull.

Much group time was spent in planning for our groups of adults and of children and in discussing and giving feedback on experiences after they happen.

Individual Content

In addition to group time, there are a variety of opportunitees for trainees to pursue idiosyncratic content. Independent reading and research programs were always possible, with project staff open for discussion and supervision. Separate field experiences could be arranged as well. For example, one trainee spent a semester in a special class while another arranged an internship with administrators of an Afro-American curriculum in an inner city school; both these people felt these particular settings had characteristics that met their needs.

Trainees also utilized the "outside" courses as a way to meet specific content needs. Trainees chose courses such as Group Guidance and Counseling, Black and White Society, the Special Child and the Law, Remedial Reading Instruction, and Activity Approaches to the Teaching of Mathematics. Some trainees took an Independent Study with another faculty (e.g., Creative Movement; Change in Schools).

The contract format was used as a means of helping individuals organize their content. The contract served as a way for supervisors to talk with trainees, too.

A Process for the Content

We have described here the variety of ways in which content is approached in the program. The central figure in this training program is the individual trainee and his or her own direction. We feel that our fluid format allows a great deal of room for the personal style and interest of each trainee as well as responding to staff needs for input. This design is based on philosophical beliefs about learning: that it occurs rapidly when it springs from a need within the individual, when it is derived from an active rather than passive experience, and when its means is appropriate to the style of each person. (These beliefs are explicated more fully in the orientation section of this volume.)

This approach - self-initiated learning - is difficult for students who are unable to decide their own direction; and as a staff we have found it hard to radiate a very structured environment even when we can assess that this is the need level of a particular trainee. Most people coming into programs of this sort initially find it an adjustment; they feel at a loss, overwhelmed by the possible directions in which to go and by the responsibility placed on their shoulders. They may also not believe the staff really means what they say and spend time testing the limits to which staff will allow trainees to be inactive, or to be nonconforming to the direction of most of the group. Trainee comments quoted below indicate their perceptions of some of the problems and rewards of such an approach. One problem is that needs change and so does awareness of them. A trainee's comment in June reflects this.

> I tend to think that in some ways I really didn't use the freedom to find something that best suited my needs. But I think part of my saying that now is because my needs are clearer to me for having experienced some of the things I did, and for knowing now that I think I might have gotten more content training, if I had really structured something regular--either with staff or with a course, or with some teacher (or teachers) in the System. Anyway, this reflects a change, because I was consciously choosing to "plunge into" the Boy's Club activities, hoping that I would also get some skill experience at the Boys' Club. And I was less inclined to look to a regular time for observation or a regular time for course work as a way to learn a skill.

This trainee describes initially not trusting the staff and being concerned about what limits there were on his determining his own activity.

> I was given an opportunity to clearly spell out my individual learning needs. Further, I had the additional advantage of defining how these needs should be met.
>
> The difficulty came in accepting the reality of such a free environment. I felt that I made the adjustment in terms of

self-direction. I feel my reaction has been positive, and I have been able to increase in my capacity to interpret and apply tenets of self-determination.

At first, I anticipated a stronger staff response, although I had heard the verbal philosophy. To some extent, I held back waiting for the "come down". In a response to this freedom, I was able to decide that the Boys' Club experience would be less beneficial for me than an alternate plan to spend time at Jones School.

I am basically a free person and prefer an open setting. Structure, however, does not bother me. On occasion I welcome it when it comes from someone who can assist me in finding self-direction.

This trainee talks about self-direction and the impact a group focus has on the individual. She also describes the conflict of a person with a high activity drive level.

But it has been hard for me to work within the group and it has been hard for me to be reasonable about my expectations of myself. Making an individual decision and making a group decision are two very different things, and I really had a hard time with the added uncertainty of group decision-making. One of my discoveries this year is that I do tend to decide, act, or talk rather quickly and without a lot of delay. I just plunge right in! Others are not so eager to act without thought. Therefore, I often found myself waiting or holding back, so that decisions would be the whole group's----not just mine. This waiting or holding back was hard for me.

Not being able to do everything was also hard for me. I guess I have always been one to drive myself, but I never realized it so much before this year. I wanted to work with each kid, talk with each adult, go to each seminar, etc., but couldn't, of course. It was hard to say no to a parent or probation officer who wanted me to take on another child; and it was hard to admit that I was focusing more on kids than adults; and it was hard to take a day off and sit home and do housework, rather than go to the Boy's Club--but sometimes I really needed to, because I wasn't feeling well or was depressed. I came into this year knowing that it would be a rare opportunity and it was hard to waste some of it.

This trainee articulately expresses how complicated a self-directed program can be for someone who takes it seriously. Her statements are from October and June of the training year.

OCTOBER - The freedom of this project to me means an acceptance of each person--student or staff--for what he is, where he is and where he wishes to go. There seems to be an implicit trust in each of us that we know what is best for ourselves--and that there are people around to help us figure it out, to give us a lot of feedback on our thinking, acting, relating, behaving, etc.; that this kind of feedback

is given and asked for freely--there are no strings attached (e.g., grades), nor pressures to do or be a certain way--that with this kind of freedom we will come to trust ourselves more and be more ourselves and that this is learning and growing.

JUNE-I've been struggling a great deal with this whole question myself the last few weeks, and I'm not sure that I have it clear in my mind yet. There certainly is something here that has not been in any other educational setting I've been in. Whether it's really freedom that for the first time in my life the philosophy of a staff and program really matched my own philosophy, as well as needs and wants. I guess though there is a real kind of freedom from being in this kind of environment. Maybe it's this that I've experienced. I think one of my problems about accepting this as freedom is that I've done so little on my own this year. I keep feeling that if I were really free, I should have been more independent, more self-directing; instead I never missed a group meeting; I accepted and acted on a great many of the suggestions made to me; I took all the elements of the program very seriously and praised them highly to everyone I knew. This behavior seems so much more passive in a way than my behavior in other situations where I certainly did not feel free nor I could be self-directed. Perhaps it's that I had gotten accustomed to using my energy and talents to go against something rather than using them <u>for</u> something.

This certainly hasn't been an easy year for me, but at no point would I have chosen to be some place else. I never really had a question about whether this was the right program for me--I just really felt good about it. This is a very unusual situation for me.

I don't know if the difficulty I experienced came actually from the freedom of the program so much as from the questions the program in general raised for me about myself. I think because I was asking a lot of questions and feeling very reflective much of the time, I found it difficult to direct myself to productive external uses of freedom--such as creating something of my own, doing a lot of studying or assimilating ideas and producing something new. I think I felt more self-directive and creative and productive last year when S. and I set up our own classroom. When I came, I really thought that I would again have a chance to create a learning environment that I liked, both for myself and for some kids. I had in mind some ideas for both, none of which I really accomplished. I didn't have in mind to get so much into myself.

I definitely prefer a kind of structured situation to a completely non-structured one. I like a structure which includes a wide variety of possibilities and choices, a great deal of flexibility, a humanistic approach to people and content and most of all, one where a lot of communication among the people involved can happen. I feel that it takes a great deal of organization to create this kind of environment that I feel comfortable in.

This is my second try at answering these questions. Freedoms I've expressed this year:

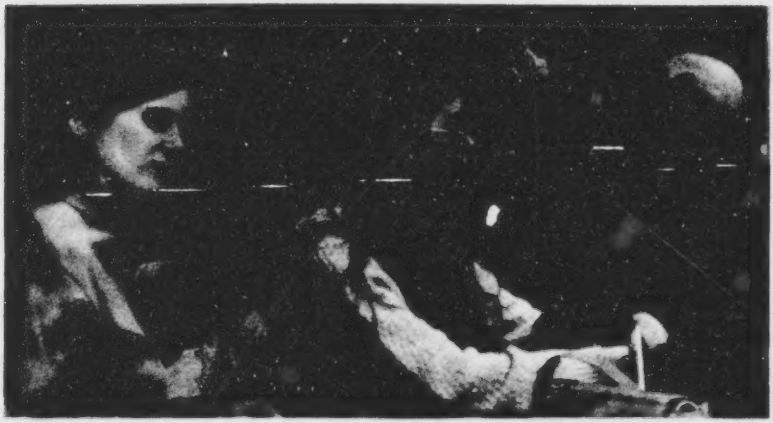
- To express what and how I feel to others.
- To do what felt good to me and change what didn't feel good (e.g., work with kids someplace other than the Boys' Club).
- To pursue things I was interested in; required stuff that I wasn't really that interested in doing took up minimum time.
- To really enjoy being with other people.
- To choose many different ways of learning--other than reading.
- To integrate my day so that work and play, kids and adults, learning and non-learning, became closer together.
- To go pretty deeply into myself.

At times, chiefly at the very beginning of the year, I felt somewhat lost with free time. I tended to feel lonely then; didn't have a car nor feel resourceful enough to figure out how to get around Syracuse in other ways. For most of the rest of the year I didn't feel I had enough free time to do all the things I wanted to do.

All throughout the year I think I've tended to wait for the "group" to initiate or decide or organize something, rather than me going ahead and doing it. It's just recently I've realized that freedom and self direction in a group do not work that way.

Summary

In this chapter we have tried to convey the way in which the cognitive content in this program is developed. As is evident, it is very dependent upon the particular group of individuals involved, both staff and students.



Seminar

Community Involvement and Support Systems

In the first year of this project we committed ourselves to functioning for that school year within one elementary school. As the year progressed it became clear to us that we were part of the total community, which included not only the school in which we were located, but the parents and neighborhood in which we were located. And although we tended to think of ourselves as an entity or group, we were in fact only one part of a much larger community.

Our participant observer for that year, wrote:

> To simplify the explanation of the social situation present in the school it is useful to use the concept of "total institution"(sic), the involvement of the various reference groups suggests that the school provides a modified version of an institution where the points of view of all the groups become important in determining the definition. Thus the data collected, although heavily weighted from the perspective of the project, necessarily includes a shift of focus from group to group to include an understanding of the setting, rules, and problems of the "total institution".(sic). This perspective, in terms of this report, has become paramount not only in terms of the project, but the entire school, as the project became an intrusion of extra people in the school and thus provided a focus for the problems of the total institution. Thus, methodologically, the full effectiveness of the project can only be understood considering the perspective of all the groups involved with the school, and so directly or indirectly with the project.

She goes on to describe the nature of the neighborhood and parent group(s).

> The school is located in a neighborhood that has been described by the residents, the city officials and those connected with the school as that of a "changing neighborhood". To the older residents this means that the white middle class is moving out and middle and low-income blacks are moving into the neighborhood. There is also a percentage of low-income whites and some remaining middle-class whites. The neighborhood is characterized by one and two-family living units with a noticeable lack of large apartment buildings and public housing projects. The shift in population in the neighborhood is not untypical of urban areas, and therefore the school is faced with the problems typical of the new urbanism.
>
> The school's racial breakdown is sixty-forty, black-white. The majority of the middle-class white children who attend the school are "bussed in" from nearby white neighborhoods as part of the Board of Education's plan to meet the state requirements concerning racial balance. Being "bussed in" in this case, however, is not an adequate representation, as the school's boundary line is close enough for many of the children to walk to school. The school is also close to the university which means there are many parents who are

connected with the university or professional organizations.

The school is labeled "inner-city", "urban", "neighborhood", and "community" by most of the groups concerned with the school. These definitions do not mean the same to all concerned. To many this means students in the school come from the surrounding neighborhood; to some this means there is active participation by the community in school affairs; to others this means the school is an integral part of the community; for others the words inner-city, neighborhood and community are simply euphemisms meaning black or poor or both. Although the school is labeled "inner-city", many of the connotations of this label are missing. The building is relatively new, well-equipped and staffed with a number of extra personnel. The school is, however, located in what city officials have deemed a target area and has experienced many of the difficulties that the labels would suggest.

The school has an active, vocal parents association which presently has been given a grant-in-aid by the state to provide additional programs and services. The parents group, according to its regulations, has representatives from all the neighborhoods with children attending the school. However, the leadership, both formal and informal, is weighted on the side of the middle-class, professional parents, both black and white. There is a disproportionate number of parents active in the organization whose children are part of the "bussed-in group". These parents express faith and enthusiasm for the potential of the school. They describe the school as "innovative", "progressive", and "going places". Despite this feeling they actively criticize and complain about policies of the school. There seems to be philosophical or perhaps ideological divisions in the parents group. These divisions are apparent in terms of race, professional vs. non-professional policy, community control and kinds of involvement with the school. Many black parents are concerned more basically with the reading and writing issues, whereas the white parents express concerns about types of education, integration, communication and the quality of issues. These divisions have become apparent in reactions to specific incidents.

The school staff and community have spent the year divided and confused. The division and confusion have characterized the school day and the on-going process of the school's functioning. Several incidents have arisen which have served to deepen the divisions and widen the confusion. It is in this milieu that the special education group entered and functioned in the school.

Our interactions as a separate group and as part of the larger community were analyzed from a variety of aspects including communication, the racial situation, group processes, involvement with community, change and personal behavior and attitudes. For our purposes here only the analysis of our communication and its impact on others in the community is reprinted as follows:

Communication has been one of the most popular topics of

discussion in the project and in the entire school. The initial failure on the part of the project to fully explain its goals and function in the school to both the school staff and community led to the on-going problem of identity and role of the personnel. This lack of communication stemmed perhaps from the initial failure of the project to bargain effectively with the school. Although arrangements were made with the principal, the staff and parents were unaware of the project's purpose. The communication problem, however, came not from an unwillingness to communicate, but a lack of direct, explicit explanation. The importance of this error came to be the burden of the project members throughout the year, and unfortunately the confusion, division and suspicion present in the school was used as a rationale for an attack on the work and personalities of the project. This was intensified by the ever present role communication played for the project and the school. The students in the project held direct communication as premium and within the group attempted to deal with the problem. The school staff and the parents, however, not provided with either the atmosphere or mechanics of direct communication continued to cite lack of communication from and with the project as a problem. Rumors and misinformation about the project and the people circulated among the staff and community. Some of those concerned believed them (the students) to be experts; others believed them to be unskilled, unprofessional intruders in the school. The confusion and misinformation was cleared up for some of the staff who worked directly with the members of the project. This, however, became an individual process and did not prevade the entire school. The people in the project who established working relationships with parents also were able, on an individual level, to clear up some of the confusion. The communication gap expressed throughout the year, although real to some, became for others a way of not dealing directly with substantive issues. Communication became a problem not only in connection with the project, but also for other issues in the school the reason for many of the problems.

In our second year, in a different school, we attempted to remedy the entry problems mentioned above by engaging in a long negotiation process with not only the principal but his staff and representatives of the parent group. Based on our first year we were more than cognizant of how complex it is to plug into such a large social system as an elementary school and its community. The second year we became involved in a much smaller school with only five teachers and a parent group who viewed the school in a much more positive light.

In one major way, however, our problem remained one of superimposing or flooding a school with resources that for a variety of reasons were not suitable to those schools. In different ways, each of these two schools were engaged in a battle for survival. Individual teachers and administrators had more than enough to do to last on a daily basis and were not in a position to respond to the training needs of prospective teachers nor absorb the impact of a new group grafted into an already shakey school social system.

In terms of the preparation of teachers "in the community" our experiences have dealt an almost mortal blow to our initial conception of immersion. At the end of our second year we wrote:

> Our original intent was to conduct our training of teachers in an on-going school program. We were, and still are, perplexed over the great distance between theory and practice. The gap between what was being taught in university classrooms and what prospective teachers were experiencing in the public schools seemed to be enlarging. As a result our plan has been to literally transplant the preparation of teachers from the university to a public school. During our first two years we have attempted to enter as fully as possible the life of the public school. In all candor, we have not been able to realize our goal nor is there evidence that the public school personnel was satisfied. The issues are complex and so even this previous statement needs to be qualified.
>
> During our first year in a public school, feedback from the school staff indicated that those teachers with whom our trainees worked most directly felt more positively about both the trainees and this special project. The school was larger than our second one and undoubtedly the opportunity to seek out teachers whose beliefs matched ours was greater than in our second school. During the second year we actually comprised more personnel than existed in the school.
>
> The issues are too complicated to point a finger and blame one group or the other. The problem was precisely that we did remain separate groups and our goal of entering as fully as possible into the life of the public schools in which we were located was not really approximated in either school.
>
> One conclusion we have reached is that our training group and philosophy basically adhered to a set of values which ran counter to the predominant beliefs of our cooperating schools. In actual fact, this year we were again not able to put into practice our point of view either about the personal growth of adults or the kinds of relationships we hoped to establish with children.
>
> The enormity of the problem of developing a newer approach to teacher preparation and at the same time responding to a school environment holding basically a different set of beliefs about children, classroom organization, and child behavior proved insurmountable to us. In this respect the public school and our group shared a similar concern. They were attempting to conduct their school in ways in which they believed and at the same time they had to respond to another group.
>
> Based on our experiences in the public schools during our first two years we have been led to the conclusion that in order to develop and test out our particular point of view it would be necessary for us to create our own setting.
>
> Closely related to our decision to create our own setting has been the public school's reluctance to help us identify

children in need of assistance. Our decision has been to focus on children excluded from public schools on either a full or part time basis. In this way we would have access to a population of children clearly in need of a response in terms of their academic and interpersonal situation, as well as a need for adults to respond as advocates.

Support Systems

Over the next two years, this training program has continued to grow; concentrating more heavily on some goals, while deleting others. Each year has seen a somewhat different program, in many respects, from the previous year (See reports of first three years). Often, the basic focus has remained the same over time, but new and different means toward those ends have been discovered.

In terms of support services then, the history of this program indicates a continuing effort to be broad and comprehensive in scope. There seems to have been a unanimous desire on the part of group members to be an "inclusive" type of program rather than an "exclusive" one. The hope was that a program of this sort would have the best chance of gaining cooperation from many of the people involved with the children we would be serving.

As time went on, this focus seemed to gain credibility, and began to change in ways that would make it even more comprehensive, efficient, and effective. While we continued to spend time with those people who had the most extensive and direct contacts with children in our program, notably parents and teachers who were interested in talking with us, we also began looking for ways to interact with others who had less contact with our children, but more within the community structure. We began to initiate and pursue interactions with a wide variety of people; probation officers, mental health professionals, librarians. In many cases the initial contact revolved around a particular child "Can we get Joey a library card today? He'd like to get some books about race cars.". Ultimately however, we were also interested in making an impact of the social systems that comprise our community. We were looking for particular specific kinds of support from people who had the ability to give it to us. In return, we were able to provide them with some of the support they needed ("I have this 14-year old here who needs to go to school, but nobody will take him. If I don't get him placed, we'll have to send him off to an institution. Can you help?"). We've discovered this year, that helping someone in a time of need is probably the best way to positively affect that person's degree of support for you.

When students, at year's end, were asked to indicate all the contacts they'd made with community people, they came up with a list of some 17 categories. Perhaps, it would be helpful here, to list these categories and briefly describe some of the interactions that took place in each of them.

Classroom Teachers. This was certainly not a new category, as we'd had a great deal of interaction with teachers throughout the history of our model. This year, however, we tried to do it a little differently.

Some of our trainees were interested in the Resource Teacher model, and decided to work as consultants to classroom teachers. Thus, the trainee's approach was something like: "If there's a problem with this child with whom you and I are both working, can you describe it to me so that I can understand it better, and consequently help you come to some resolution?" The goal was really to make life in school more pleasant for everyone, and, at the same time, establish a healthy, mutual relationship between classroom teacher and University trainee. Thus, trainees not only offered to "help" teachers, but also asked teachers to help them.

This system, informal and flexible at the present moment, indicated a lot of potential for the future. For example, when we encountered children we felt belonged back in regular class, it was often difficult to find a teacher willing to accept the youngster. If we had developed a workable, mutually advantageous relationship with a particular teacher, it was sometimes feasible for the child to attend her class. In a couple of instances this year, this actually worked quite well for all parties involved.

Resource Teachers. As mentioned above, some of our trainees were very interested in the resource teacher model, in terms of their own career plans. Consequently, some trainees were anxious to spend time directly with resource teachers, getting a birds-eye view of what the job was like, and helping out with particularly pressing needs.

Many of the child referrals made to our program came from resource teachers, who seemed quite overwhelmed with the number of children so desperately in need of human attention. Over the years, our program has been able to provide support to those in a resource teacher role and, as a result, this particular group of school employees has been supportive of our work.

Principals. Principals, of course, like all other people, come in a wide variety of shapes and sizes. Some are older, more autocratic, more demanding of their staff. Others are younger, more flexible, and much less concerned about "downtown". In between those two extremes are thousands of unique combinations, one for every principal in every school.

Aside from their refusal to fall neatly into little pigeonhole categories, we have discovered one other important fact about principals; each of them may, in his own particular style, run his school the way he desires. We were sought out by a number of different principals this year, to provide help to youngsters they saw as being particularly troubled. But the kind of help they wanted, varied greatly from school to school. Some wanted us to take bad kids off their hands and keep them forever. Others wanted us to do at least some of our work in their schools. Some wanted weekly detailed reports. Others didn't care if they never

heard from us again.

All in all, we were able to surmise that those principals who really valued the activities and attitudes of trainees in our program, were willing to support us very actively. Again, there seemed to be such a large number of children in need of attention, that principals were sincerely grateful to programs that were active and helpful.

Parents. We had been working with parents, in one way or another, since the inception of this training program. Often, our contacts with families consisted of "conferences" concerning the academic and/or psychological progress of their children. We have tried to work cooperatively with parents toward improved lives for their children.

Over the past two years it has become apparent that this is not enough. We have come to realize that aside from being mothers and fathers, parents are also people with all the joys and sorrows, frustrations and satisfactions that fill human life. Parents, we have found, are greatly in need of time for themselves, time to have fun, time to talk seriously, time away from children (both physically and psychologically). Help parents find this kind of time, and they will support you with all the energy they can muster.

We have, over the past year, held a number of parent meetings and been pleased with the attendance and the direction of these get-togethers. This year, parents have begun deciding what they feel they need to learn in order to help their children. They have taken the bull by the horns, so to speak, and begun to rely on us as consultants who can provide helpful information and services. For example, during the past year we planned and held an "open house" for those community people who might have some interest in our program, we managed to put together a Thanksgiving Dinner with all the trimmings for students, children and families, and at the request of some parents, we were able to plan an evening of discussion about children's rights with interested parents and a local child advocate.

This kind of activity gives considerable direct support to our program, but also speaks to a much larger issue. For here we seem to be witnessing the beginning of an indigenous movement for citizens to represent themselves in their own community. As they arm themselves with pertinent information and knowledge and begin to seek appropriate channels for their views, groups like this one cannot fail to at least bring to public and official attention the plight of inner-city children and schools. Creating better environments for children is the best support our program could have.

Parole and probation officers. Our efforts to work cooperatively with local community agencies that affected the lives of children were probably most productive in this area. In the local county legal system, probation officers are often the first and most frequent contact with the law for juveniles who come to the

attention of the police. Frequently, that contact occurs before any law is broken or court action scheduled. Thus, probation officers have often found themselves in very untenable positions. On the one hand they must try to persuade youngsters to stay on the legal side of the law, but on the other hand, they have very little to offer in return. They are lacking in jobs for work-age youths, school programs for younger children, and recreational activities for all ages.

Beginning in September of this past year, our students and staff spent a great deal of time talking with employees of the probation department. Actually, especially at the beginning, much of our time was spent listening; to the problems and needs of the people in this department. Later on, we were able to explain our needs and the kind of program we were devising. Finally, together we devised a method by which we could work cooperatively toward the goals of both our groups.

We were interested in being advocates for children. Although we weren't then (nor are we now) completely sure what that means, we were certain that we wanted to help all children stay within their local community whenever possible. We were interested in alternatives to institutionalization, and institutional placements were often the only choice of probation officers. As a result of our contact with this particular community agency, probation officers learned of a new program which was a viable referral for many children, we felt more able to have some impact on the legal process as it effects children, and at least a few children who might otherwise have been sent to institutions were able to remain in the community.

Lawyers and advocates. Each year, our program has been focused more directly and intensely in this area. The entire area of "children's rights" is new and rapidly becoming popular. In the last few years, people have begun talking about "the law" as the only way to remedy the plight of so many of our children.

Our program is fortunate enough to have, right in Syracuse, the Center on Human Policy, a university-based organization created to do research and develop programs in the area of alternatives to institutions. Working together with this group has given students and staff in our program the opportunity to investigate relevant local issues, and to plan activities on the basis of needs that are discovered in the process.

For example, it has been becoming increasingly clear that parents, here in Syracuse as well as around the county, are relatively unaware of their children's rights in school. This ignorance of their rights was making it all too easy for school districts to exclude large numbers of children without providing them with the education they are entitled to by law. The Center on Human Policy had developed a handbook for parents dealing with this very topic. Written in a question-and-answer style, this little pamphlet provided a great deal of relevant, concrete, understandable information. Through our cooperative efforts, our two groups sponsored a number of parent meetings in which parents were

able to raise their own specific questions, and really get answers from lawyers and people becoming known as "child advocates."

The meetings were successful not only in terms of providing information, but also in that they served as the starting point for many groups of parents that still meet today. As a result of our contact with lawyers and child advocates then, many of our students (and staff) were able to learn about the rights of children, in and out of school. Furthermore, many parents were able to gain access to this information and ultimately, to become advocates for their own children.

Personal friends and neighbors. When we talk about support systems, it seems easy to list powerful local social agencies, national political funding organizations, and even individuals with the right "connections". It is also easy to forget the meaning of the concept of support, and the many day-to-day contacts where it can be found. For most of us, the greater part of our support comes from people we're close to, our friends.

It's interesting that so many of our students indicated friends and neighbors as sources of support over the years. Our program is an intense experience and we, as staff, have often felt the need to take much of the emotion of the day home with us at night. Students have indicated that very same need and, at the same time, strengthened the contention that, at least with regard to emotional support, trusted friends are the best resources. To further highlight this point, it has become apparent that one of the major difficulties of out-of-town people enrolled in this program has been their physical and psychological distance from people with whom they can best relate.

All of the above is not to negate the existence of other kinds of support emanating from personal friends and neighbors. Syracuse, like many places, is a reasonably small town. As a result, many of the people who work with children travel in the same, or closely overlapping circles. Consequently, many of the members of our program are at least acquainted with people who can offer pertinent information or helpful advice on matters relating to the work of our group. Interestingly enough, on more than one occasion, we have had outside people join our program in mid-year just to have a chance to be part of the adult group and our work with children. Whenever this experience has occurred, we have found the prospective new members to be willing to accept full responsibility without the ultimate award of a Master's degree. By the same token, our group has always been ready to accept and include into the group people who really wanted to join. Finally, our relationships with friends and neighbors may in some ways relate to the fact that each year we have a large number of applications to our program from the immediate area.

College teachers. For the most part, this category refers to University instructors other than those involved directly with our program. Each of our students is required to do some of his (her) graduate work outside the specific degree area. Many of the students also choose to enroll in a number of elective

courses. It has been our attempt, as a staff, to help students match learning needs and future plans with appropriate academic work both within our program directly and through the outside courses.

The appearance of this category as a support service listing indicates that students are finding their course work at the University to be helpful in their on-going work with children. For example, a course given on methods and techniques in the teaching of reading actually enabled some of our students to devise and implement an appropriate and effective reading program for some of of our children. It's pleasing to see this listing, for it seems very appropriate but sadly infrequent that higher education has some direct bearing on a student's work.

Other group members. Inasmuch as our program is clearly group-oriented, it shouldn't be surprising to discover that students see other students as sources of support. Support, with regard to this category, can be defined in several ways and be expressed in a variety of styles. It is important to remember here, that our program has built-in group focus. Our philosophy is described more fully in the first chapter of this report, and some observations of our group process during the past year may be found in the section on phases of our program.

First of all, students in our program have often been able to lend support to each other by a simple exchange of information, talent, skill, and material. The most obvious example would be a student with particular ability in art who plans and supervises "art experiences" for children, with the help of other staff. These kinds of experiences are often fun and beneficial for kids as well as supervised, supported experience for inexperienced adults. In the same way, a student who's studied science all her life, might offer to share her knowledge directly or lend her stock of materials and resources to another group member.

There is much concrete level of sharing and support which is so necessary in a program like ours. One of our primary problem areas each year has always been transportation. If students with cars were not willing to support those without them by picking up all the kids or allowing others to use their vehicles, it would be much more difficult, if not impossible, to form a group. At times, in our program, students shared a number of needed resources (food, money, a place to stay), and there is no clearer definition of support.

Finally, there is the issue of emotional support. The staff had hoped that all participants (staff and students) in the program would combine to form one cohesive, supportive unit. Although it's not at all clear that this goal was accomplished on a continuing and consistent basis, it does seem true that some smaller groups of students within the total group, shared a sense of mutual understanding and support. For some students, this experience may be the most important facet of their year's program.

Family Center Personnel. Over the years, one of our firmest

beliefs has been that "school", if not all things to all people, ought to at least approximate that model for the local community. Why should school be 9 a.m. to 3 p.m. and no other time? Why should it allow only children and only of certain ages? Why do we concentrate on reading and writing and science? Why not swimming and cooking and drama?

These are not new questions, but the answers are still unclear. Some schools are changing, but others are not. There has been, however, a consistent and lasting movement toward the creation of community or family centers, that does correspond to our viewpoint. Many of these centers are locally based and have, as their primary goal, the meeting of the needs of the surrounding community. Needs of course can be quite varied but usually involve some activity in the following areas; education, recreation, homemaking, identification of local resources, etc. Frequently also, these centers are staffed primarily by local people.

Usually one of the first programs initiated by a newly-emergent community center is a pre-school or day-care or after-school educational/recreational activity for local children. It is primarily through programs like these that our students have become involved with these organizations. Sometimes a particular center might have found a child in need of the special services our program could offer and refer the child to us. At other times, a member of our group might spend some time with family center personnel, in a type of consultant role. Finally, there were other times when participants in both programs simply shared information and ideas concerning locally needed programs.

Volunteer groups. In Syracuse, as in many other places, the beginning steps in any action plan are often taken by volunteer groups. If a cause, almost any cause, becomes popular, there seem to be large numbers of civic-minded individuals who are willing and ready to join ad hoc groups to "study the problem". Over the past few years there have been only two major "causes" in Syracuse. One was pollution (air, water, noise, etc.), and the other was the juvenile justice and treatment system.

Our involvement, of course, was primarily with the second cause and consisted of a considerable amount of going to meetings, and listening to the speakers provided by the organizations. At times we helped fill the need for information by sharing our knowledge and resources with groups that were interested. Other times, we just listened.

There are other kinds of volunteer groups with which we, at the least, became acquainted. For convenience, there is in Syracuse, a reasonably active and easily-reachable volunteer center that lists and coordinates many local volunteer activities. It probably would have been helpful to all parties, if we'd pursued our relationships in this area.

Mental health professionals. Psycho-educational programs, almost by definition, have continual contact with professionals in all aspects of the mental health field. Our program has worked

with children bearing labels such as: emotionally disturbed, learning disability, brain damaged, culturally deprived, underachieving, functionally retarded, autistic, etc. When you realize where labels of this sort originate, it's easy to understand why a program like ours might have so many contacts with psychiatrists, psychologists, social workers, etc.

Over the years we have developed two basic approaches to meetings with mental health professionals. The first one assumes a reasonably friendly atmosphere and is characterized, at least on our part, by a tone of cooperation and a desire to work together toward common goals. We have found this approach to be most satisfactory when all parties have the best interests of the child as their first and most important goal. Unfortunately, this is not always the case.

When professionals (or anyone else, for that matter) seem preoccupied or overwhelmed by administrative red tape, caught up in an unwieldy decision-making process, or enslaved to a generally negative view of troubled children, it has sometimes become necessary for us to adopt a less conciliatory but more demanding position on behalf of children. More and more, recently, we have found the position of staunch, steadfast child advocate to be not only necessary, but also effective.

There are, of course, a number of tenable positions in between these two more extreme points. Our attitudes and behaviors on any given occasion are products of our relationships with the people involved, the specific situation in which the meeting takes place, and, of course, our understanding of the child's best interest. Hopefully, at least some of that information has come from the child, a source we've found many people unwilling to consider.

Recreational Agencies. For the most part, this category refers to recognized organizations that provide regular, scheduled recreational programs for children and adults. For example, we have had contacts with: Boys Club, Girls Club, Boy Scouts, Girl Scouts, C.Y.O., City and County Parks and Recreation Departments, Y.M.C.A., Y.W.C.A., and others. Our associations with these organizations have ranged from very minimal (a phone call inquiring about a specific program) to very extensive (our use of a Boys Club Facility as the location of our program for an entire year).

We have tried, over the years, to take full advantage of existing community services. Swimming, for example, is a favorite activity of many children. There are locally, a number of pools that are open at regularly scheduled times or by special arrangement. There is usually no fee, and always a lifeguard on duty. Thus, it has been relatively easy to schedule a weekly swimming activity every year.

The benefits of such an arrangement are really extraordinary. The children are engaged in a desirable activity, there is an opportunity for many to learn some new skills, adults have an excel-

lent forum for developing relationships with children, and an existing community service is being utilized to everyone's great advantage.

Organized recreational agencies also have great possibilities for activities for children who have finished their involvement with out program. For example, we spend some time late in the spring of each year, trying to locate appropriate summer programs for each of our children. Most of the overnight and day camps in our location are operated by the community agencies listed above. Contacts with these organization help keep us informed about both current and future programs. Sometimes, these contacts can help children develop an association with a particular agency that might benefit them for years to come.

Librarians. Libraries, we have found, are great places to get "stuff". By arrangement with local city libraries, we have been able to borrow books, records, and movies for extensive periods of time. We have also utilized libraries as sites for field trips, as places to do academic work with children, and as another community resource that kids can learn to use to their advantage.

Our students have also found the specialized libraries and the librarians who staff them to be very helpful in their program planning for children. At the University we have a number of special libraries (in addition to the new main library) including: a curriculum library, an education library, and a library of children's material. The school district of the city of Syracuse operates a Special Education Instructional Materials Center, and our students have often taken advantage of the wide range of resources gathered there, as well as the professional expertise and knowledge of the librarian. Finally, many of the public schools in which we work have libraries. Often this is the best location in the entire building for doing academic work or talking quietly with children.

Children. As mentioned above, we have been continually astounded by what sometimes seems to be a universal plot to ignore the thoughts and feelings of children. This state of affairs seems all the more extraordinary when we realize how voiceless children are in matters that are so vital to their lives, both at present time and in the future. There seems to be an attitude regarding talking directly to troubled children about their difficulties, that is somewhat reminiscent of Catch-22. Children who are having difficulty functioning within a particular system (no matter what the value of that system) are considered to be somehow abnormal and given an appropriate label. Since the minds of such children are apparently so disordered, anything they might think or say is obviously not rational - so what's the point of talking to them about their situation? It seems, at times, like a pretty tight system; a difficult one for children to break through.

Our experience with children has been quite different. We have pursued a policy of direct, concrete discussion with children about their particular difficulty in school and/or at home, and

gained tremendous insight into kids' perceptions of their problems as a result. Sometimes we have been able to talk easily and informally about these issues. With other children, we have done "interviews", using tape-recorders, microphones, a list of questions, etc. At still other times, the child starts the discussion when he's ready and comfortable enough to do so.

We have become great believers in talking with children, feeling that it would be almost impossible and certainly unfair to act on behalf of any individual if you don't understand his perception of the problem. Child advocates, it seems to us, should begin their work, with the child.

Guidance Counselors. Our contacts at individual schools in the local system have taken varying routes. At times we have entered courtesy of social workers, school psychologists, classroom teachers, resource teachers, and even administrators. Often too, our contact has been with the school guidance counselors.

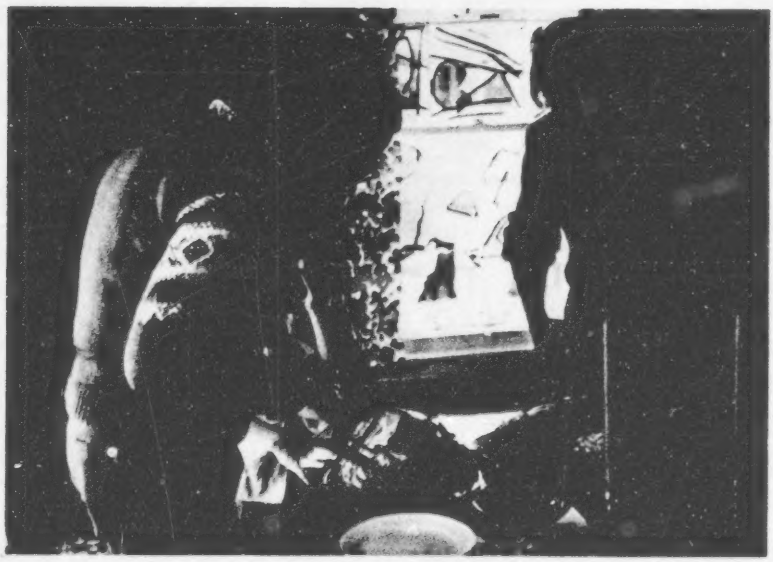
We have found that counselors, especially in a junior high setting are very influential people to the children we serve. It is the guidance counselor, typically, who decides the fates and futures of children, at least with regard to the educational system. Although the "Track System" may indeed be illegal in its official form, guidance counselors still have considerable latitude in planning "programs" for troublesome kids. We have discovered a variety of special school programs that are completed daily by 11:30 a.m. Other programs incorporate heavy doses of physical education and manual arts at the expense of anything academic. In general, the pattern seems to provide for both the official continuance of a child's education as well as the least possible amount of in-class and in-school time.

On the other hand, it has also been our experience that the leeway given school guidance counselors allows them to develop unique innovative educational programs for the individuals whom they serve. Thus, over the years, we have been able to cooperate with particular guidance counselors toward more effective and workable educational plans for children who were involved in our program. Because of the flexibility and power involved in their positions in the school hierarchy, we have come to value our relationships with counselors. In the future, we expect to actively cultivate even more.

Doctors and Dentists. Although our program has as its primary focus the psychological state of each of our children, we have often been confronted by a variety of physical ailments, as well. Frequently, we have come to know children whose physical conditions have either caused or certainly aggravated their emotional difficulties. For example, we have seen children whose teeth were decaying and painful to an extent that made it impossible to them to function in a classroom environment. A trip to the neighborhood clinic is sometimes all that's necessary to begin dental treatment that can effectively eliminate such a huge obstacle to a child's success.

Many of our relationships with physicians and dentists have been of the type outlined above; our referral of a child in our program for appropriate physical examination and treatment. At times, however, the relationship was worked in just the opposite way. For instance, a child's family and school difficulties might come to the attention of a physician during the course of a physical examination. Thus, during this past year, a pediatrician who works in a local health clinic discovered a boy who seemed to be in an inappropriate school program. At his suggestion, a student of ours visited the boy in school and eventually began working with him through our program.

The relationship between physical and emotional problems is a wide-studied but still unclear area. Very simply, it has been our experience that attention to physical condition can be an effective starting place for a psycho-educational program. By the same token, doctors and dentists who make themselves aware of a child's life circumstances can become more effective and comprehensive service deliverers.



Staff Members Carve Turkey for Children and Parents.

Summary

Although the specifics of our relationships with the local community have varied from year to year, our goals for our training program have remained relatively consistent. We are concerned that our students live and work in the real world during their year with us, and hope that they'll be able to continue in that direction when they leave our program. We have viewed cooperation as a viable base for community involvement, and have tried to include all people and all viewpoints in our day-to-day operation.

Ours is not a one-sided program however and our involvement in the community is not simply to provide the best training area for our students. As staff, we see ourselves not as University faculty hidden away behind campus walls, but as local residents who eat and sleep and work and live in this city. We use the resources of our community every day and feel a responsibility and desire to help remedy the concerns and problems that we share with our friends and neighbors.

It has been our experience over the years that narrow exclusive programs tend to deteriorate due to lack of support. Programs that are inclusive, open to people's inputs and involvements, and comprehensive in nature create a much firmer groundwork for a viable long-lasting support system. The more people we talk to and hear from at decision-making times, the more friends we seem to have to call on in times of need. Support is a two-way concept, and we feel that our history of local involvement has benefitted both our program and our community.

Population of Children

Over the past four years, our project has had it's "home" in: an inner-city public school on the near east-side of town, an experimental elementary school on the University campus, a Boys' Club recreational agency building on the near west-side of town, and finally our own two-story wood frame house at the edge of the University campus. Some of the implications of these various sites have already been discussed in previous chapters. There is still another area however, in which the specific setting made an impact - our population of children.

Some of the differences are obvious in light of the nature of the setting. For example, during the first year of the project, the children with whom we worked were all enrolled in the elementary school in which we were based. Since this was really a neighborhood school, the children were all local and represented the range of the local population.

During our second year, we were again housed primarily in an elementary school. This year however, the school was an experimental one on the University campus and all the children were bussed in. The children were primarily but not all black inner-city residents. Many of them were from the same neighborhood, an area a few miles removed from their school. During this year also, some of our students elected to spend some of their time in other settings with other populations of children. Thus while two of our students worked with a small class of "severely disturbed" children at a nearby hospital mental health clinic, another student developed a small program for kids who'd been excluded from school participation.

The third year saw us make one of our biggest and most important moves. We moved out of a "school" setting into an environment that was more clearly (if not totally) our own. Geographically, we left the campus on the east-side, and shifted a couple of miles to an economically deprived inner-city area on the near west-side of Syracuse. Perhaps more importantly, it was during this year that we shifted our focus from children having trouble in school to children who were already out of school. This last decision has made quite an impact on us during these last two years.

Our move to a somewhat more autonomous setting in our third year, convinced us of the importance of complete independence. It was very difficult, we had found, to exist within someone else's setting. As a result, we were able to secure a vacant house from the University, and develop our very own "school" for the fourth and final year of our project. Again, our move this year made great impacts in a number of areas. First of all, we had returned geographically to our starting place on the near east-side of Syracuse. Secondly, we had decided to continue and even intensify our focus on excluded children. Finally, having a place all to ourselves opened up a number of possibilities in terms of both kinds of activities, and also the times we could schedule them.

Although each year saw differences in the kinds of children we met, there were also some similarities over the span of our project. For the most part it can be said that children who found their way to our program in each of the four years were seen (by at least one person) as having some kind of behavior problem. Although children referred to our program came to us with an incredible variety of psychological and educational labels, we tried to meet each one as an individual. We were however, able to specify some reactions which seemed to appear over and over again:

1) We met many children whose reactions to the world were primarily of an "acting-out" nature. These youngsters (often very wisely) seemed able to act on the world first, before the world could act on them. Included in this group might be kids who: get into a lot of fights, destroy property, seem to have violent almost uncontrollable moments of anger and frustration, lash out verbally at even close friends, have a lot of difficulty controlling their impulses or "waiting" for anything.

Generally, these are the children whose responses to the world are usually retaliatory and combatative. Often, through their years, they have paid a heavy price for their refusal to submit to authority. Yet, to date, they've been unable to find people and situations they could trust enough to try reacting in new ways.

2) Many of the children we've encountered in our four years were passive and withdrawn, seemingly unable to find an entry point into the world. If they were still in school, you'd probably find these children in the back of the room, saying very little and learning nothing. Behaviorally, these youngsters simply don't seem to respond to peers, to adults, to the world around them.

There are, of course, as many different maladaptive reactions as there are troubled children. Kids have all kinds of needs, rational and irrational, and a list of many of them taken directly from case reports is included in the "Phasing" chapter of this volume.

The traditional psychological and educational labels have, at best, lost some of their meaning over the years. To put it more strongly, we have had some difficulty finding meaningful relationships between that diagnostic scheme and the behaviors and feelings of our children. A new and somewhat more relevant classification system has recently appeared (Regal, Elliott, Grossman, and Morse CCBD Monograph, 1971) with relation to "excluded children" and we would like to state the categories in that system and give some examples from our program.

In attempting to describe the millions of children who are out of school in America today, Regal et. al. define three categories of children who are out of school involuntarily.

The unknown. For the most part, this consists of the half million or more children who are simply never enrolled in school.

Children themselves are often voiceless in this process. Parents, for many reasons, may simply elect to keep them home. Schools can encourage parents to keep them away or as has been the case frequently, assign children to waiting lists for special services that don't exist.

All of this, of course, is illegal. No one has the right to deprive a child of an education. It is supposed to be compulsory -- that's the law. But, as the authors of the monograph point out, laws seem to work only for those who have the resources to demand their rights. Children seldom have access to those resources.

Consider the case of X. X came to our attention when his foster mother tried to enroll him in the local public school. This would not ordinarily be an unusual circumstance, but the social worker was concerned because X was nine and a half years old and, in effect, had never been to school. Where he had been was six or seven foster homes in four or five years. He never stayed in a place long enough to be enrolled in school, and imagine his predicament starting his education at the age of nine.

The unidentified. This category includes probably several million children who are enrolled but are not attending school. Often these children are referred to as dropouts, a label that the authors note absolves the school of responsibility but is often very inaccurate. "Dropout" implies that the child has some active role in the decision to not attend. This is not always the case, as there seem to be a number of procedures, legal and illegal, that result in non-attendance.

Legally, most states have formal school exclusion policies. Often, however, the procedure is so complex that school officials seldom choose to utilize it. It is much more common that extra-legal procedures are used for these purposes, and this category covers a multitude of sins.

For example, children sometimes don't come to school because of an arbitrary (and illegal) suspension by the building principal. If you are not the kind of child seen as desirable in the school, a principal can find a hundred reasons to suspend you.

In other cases, school non-attendance is the result of continuous suspension. Thus, a child is suspended for the maximum period allowed and then continually re-suspended at the end of each suspension period. Still another process is for the school district to determine that a child is eligible and in need of special services but that, at the present time, such services are not available. Even though many states, including New York, state the right of all children to educational services, parents of children declared in need of particular special programs often find that the program is not even in a planning stage for the local district. As a result, of course, children remain at home.

Oftentimes too, schools simply encourage children to not attend, either with or without parental knowledge. Often in Syracuse, we have known cases where children were sent home with

notes informing parents that their child could not return to school unless accompanied by a parent. We also know of some junior highs in town that lock the doors at 9 a.m. and don't go looking for late-comers.

Children in this category are "floaters" or "drifters". They may be in school one day and absent the next three. Or, like some we've known, they may walk in one door of the school at 9 a.m. and out another at 9:05. There are no benefits to the school experience for these children. What seems even more depressing is that there seems to be no one at school who cares if the child attends.

The untreated. These are the children who are clearly identified, by school personnel, as having some kind of "behavioral problem". The scarcity of existing remedial facilities often, according to Regal et. al., offers children in this category the opportunity to "shape up or ship out". Exclusion of children who are disruptive can be complete or part of the day.

Many of the Syracuse children identified as being in need of special services because of disruptive behavior seem to be channelled into programs that last between two and three hours a day. We've worked with children who finish school each day before noon. They might spend a period in shop, a period in gym, and the rest of their time in homeroom. No provisions are made for their afternoons, nor is much thought given to their futures. Often these kids hang around school for years, continuing to grow physically, but not developing in any other way. They are known to everyone, and usually stigmatized by most. Children with special needs that are left untreated often develop into ineffective and unhappy adults.

How do they come to the Program

We've described, in a general way, the children we've worked with over the past four years -- but how did we meet them, how did they find their way to our program? During our early years, of course, the answers are simple - we worked with children enrolled in our "home" school. Over the next couple of years, however, finding children became a major area of concern as the population we'd chosen to work with was officially and, by definition, almost invisible.

We began by working directly through the local school district administration. At first, we were surprised to find no "Master List" of children excluded from school. That could mean only one of two things; either there were no children excluded from school or there were such children but no official records of them were kept at the administrative level. Having already met some excluded children, and realizing that some exclusions were illegal, we put more faith in the second interpretation and decided to look elsewhere for children.

We contacted a number of teachers, counselors, social workers, etc., who were willing to give us names of children excluded or about to be excluded from their schools. We talked to kids we met on the street at 10 in the morning or 1 in the afternoon, and even placed an ad in a neighborhood paper. Pretty soon the word began to spread; we got calls from teachers in other schools who'd heard about the program and wanted to refer children, parents of children we'd met revealed other offspring who were also out of school, kids told their friends, somebody even told the school district administrators, and soon we were getting requests to "see if you can do something" with teenagers identified as "about to reach the end of their school experience".

We found children in their neighborhoods. It seems pretty obvious now - if you want to meet and talk with people, go visit them where they live. Our students did just that, and in the process found not only the children we were seeking, but also concerned and troubled parents and families, interested community residents and workers, and local recreational and educational resources. Now, we see finding excluded children as a relatively easy but incredibly important activity for students in our program.

How do kids see the Program

Over the course of the past two years, we have tried to examine and make note of childrens' perceptions of our program. At various times during the year, staff members have interviewed and recorded childrens responses to specific questions about the environment created by our program. A complete set of interviews is included, in full, in last year's report (Knoblock, Barnes & Eyman, 1972). Here, we will try to summarize some of the childrens' perceptions.

We've seen a wide range of children in our program and, just like adults, they've demonstrated a broad range of attitudes and

opinions. Often their responses are couched in terms of comparisons to other settings they've experienced (public school being the most obvious example), and we, of course, have been quite interested in those contrasts.

With regard to adult-child relationships within the confines of our program then;

- They ask you, but they don't tell you.
- Most of them are like my friends. I could tell them anything and they would listen and not mock me.
- The grown-ups here don't act grown-up enough. They should tell kids what to do. They just ask .....
- (If you want to be left alone), they leave you alone. If you ask them, they'll do something with you.

On self-direction;

- I don't ever listen to somebody else, even if it's good for me.
- I would whip my behind if I was a teacher or a mother. I do a lot of things bad.
- I know what's best, and I do it, but not all the time. I would ask a grown-up to help me sometimes.
- Sure, I know what's best for me. Doesn't everyone? But I don't do it. Bet you don't either.

With regard to helping relationships;

- They kind of help you help yourself.
- I don't want to help nobody, and I don't want nobody helping me.
- You can't help somebody that won't let you.
- Some of the adults need help, too, you know. So stop helping kids all the time. I could help you.

Some general feelings;

- It was better than school. I didn't learn too much, but I liked it.
- It's a good place to be. They help you a lot. I want to be in school.
- You should have some classes and make them go. But it was OK; I would go again if I wanted to - maybe I would and maybe I wouldn't.
- It's OK. You should do more things. You should not let kids be bad.
- I loved it. It's the best place.

We've found these responses (and the many more we've collected) to be fascinating pieces of information that are very helpful to us in planning for the future. For example, we've noticed that some of the negative responses both in the interviews and in real situations seem to be directed toward the concept of "school" not to the actual content of what we do. To short-circuit some of those reactions, we have decided to stop referring to our program as "school" for the time being. Instead, we'll call it a center or community center and continue to operate in the manner

that will radiate diverse and need-fulfilling environments for all our participants.

The interviews have also helped us realize that children are not always as fragile as their institutionally-given labels might indicate. Many of our children have expressed a very accurate understanding of their particular school and family difficulties. Through the process of interviewing, staff and students alike have learned the value and potential of direct and honest discussion of problems between children and adults.

There should really be another section of this chapter headed "Where do they go", but unfortunately for most of our children, it's too soon to tell. We do have a follow-up process, and early in the Fall of 1973 we'll be checking on the whereabouts of each of the children we saw last year (1972-73). Late in 1972, we completed a follow-up investigation of our 1971-72 class and found: 14 children functioning in public school programs, 2 children in state training schools, and 3 children out of school completely.

Hopefully, we'll be able to complete a similar survey this fall and make the results available to those who wish to see them. We also have intentions to continue a long-term follow-up of the children involved in our program, for the purposes of both providing help and assistance to those who might need to re-utilize the services of our program, and to provide us with valuable longitudinal information about our "graduates".

Summary

We have tried to create a program that is flexible enough to meet the needs of the many individually troubled children we have met over the years. For many unique children, our program has been helpful in providing a reasonable re-entry into the educational process. For others, we have been able to give a year's time to reverse a downward spiral and, within the confines of a caring and trusting environment, the potential to make some appropriate plans for the future. For still others, we've been able to provide very little and are still searching for ways to meet them.

Most importantly, each year has brought with it new and different ideas and plans for ways to work with children. Each year is a learning experience for the adults in the program, and as time goes on, we find ourselves able to apply more of the knowledge gained from past experience to new problems and concerns. It is our hope that this process of learning and re-learning will continue for staff and students alike to the continual betterment of our program with children.

Classroom Implementation

Because of our focus on the importance and value of each individual setting his goals and developing ways to meet them, we have encountered a variety of ways in which our trainees have engaged in implementing their goals and behaviors in classrooms. The question of classroom implementation is extraordinarily complex in that there occurs a kind of interaction between a person's goals, training program structures, and the press of the school one finds oneself in.

During each of the past four years the location and emphasis of our program has changed and undoubtedly this has affected the behavior of trainees. For example, in our first year we were located in a city elementary school of 600 children and 22 classrooms. As part of our program design we encouraged a long period of time devoted to "role experimentation", that is to engage in a wide variety of behaviors and roles so as to enable a trainee to ultimately decide on how and where to spend the rest of the school year. This all took place in the one school. The very process individual trainees engaged in to reach the decision as to where to put their energies is a fascinating one. Again, we see the interaction of all the factors mentioned above along with the learning style of different trainees.

During our first year each trainee approached this role experimentation differently and the following excepts from one trainee's diary shows how seriously he took the task of finding a place for himself.

September 5 First day - a bit befuddled by meeting all the new people--somewhat nervous about looking around school. I felt teachers were uncomfortable--

meeting was good--feel I have a say in my education - decided to follow principal because I really don't understand his role at all.

September 10 I worked with the kids a bit more today - moved away from principal's orbit a little. It was more enjoyable for me. He is beset by bewildering complexities - all kinds of bullshit. He does have a real concern for other people and this comes through. I had a real adverse reaction to reading consultant and his anti-permissive ideas about teaching. A little friction with the staff. Principal sort of pushed it off. I had mixed reactions about being a hall cop - I know need for order, but I don't like being a cop.

September 11 I worked with M today in her classroom. I like it, but felt unsure of myself because I don't know what she is trying to do. She is a dominant figure, very sure of herself. She is not a bad teacher but is product centered I think. I would like to work with her next week - I feel unsure of myself and incapable of evaluating her performance. I enjoyed working with the kids.

September 18 I see more the need for a systematic approach to the classroom - I need to explicate for myself my general philosophy of education, and then work it out in the classroom. I feel now that the situation I'm in somehow contributes to my inconsistencies - that is, a classroom based on order and social adaptation, but set up quite freely. However, my inconsistency is also a product of me.

October 1 Micro Teaching--well, my reactions are good. I see that it is a skill builder and that kind of structure I needed. I'm anxious to try it. I enjoyed D's (micro-teaching consultant) presentation. I like to have conceptual framework to hang up my thoughts. He also confused me somewhat--made me feel inadequate as a teacher, which I guess is a good thing.

October 3 Went into B's class today. B. (another trainee) and myself will take over next week--class reminds me of Kohl's, in 36 Children. I like the atmosphere--hope I don't panic because of lack of observable routine--I enjoy learning with the kids--really get excited by it.

October 15 I spent the day with C.- the art teacher-- I like the way he approaches things--he is interested in having the kids express their feelings, from their life. Realities is their life, not artistic laws--pretty neat--process, not content. The morning went well--in fact, G's class was really something. Kids really opened up, and let themselves go. The

afternoon was a different story--the material didn't make contact (pictures of Goya, etc.) and it flopped. I felt that perhaps it could have worked, but it needed restructuring--more interaction between kids--maybe even drawing first.

October 17 — End of the week--spent the day with C.--went to M's, G's, and M's room--only M's room turned on. It was real good--they were excited, too. I noticed this was only time teacher stayed, plus took part in art with kids.

October 24 — Was in B's class for the whole day--morning went well, but afternoon was blah--could not get kids turned on--nevertheless, I want to stay in that class.

Summary of two big problems I have

1. Gap between B's and A's (children and teachers; mental patients and therapists) that was brought out so clearly in I Never Promised You A Rose Garden.
2. What the hell is a school and what does it have to do with the community--what is difference between neighborhood school and decentralized school boards?

November 4 — Saw A today--he was receptive of me and my proposal of friendship. He seems to be in a world of his own--he verbalized quite extensively about his imaginary friends; he frequently went through fantasies related to concrete things we did (sit down on bench, walk on path)--he was quite physical in his affection for me (holding hands, hitting).

November 13 — B's class went OK--introduced mystery powders and kids really took to it. It really gets messy, but--I'm quickly losing my assumption of what school should be, and I'm glad of doing that--I'm also glad I'm a "trainee," so I'm not floundering with all kinds of responsibility--As I was cleaning up, B alerted me to a tussle brewing between K and C. G was attempting to get at C, so I took K out of room--however, C found us downstairs and egged on by a crowd, went at K--well, it was quite a fight and the whole first floor was in somewhat of an uproar. Principal came down and helped me with C and we did a life space interview--reflecting on what happened; I was glad of principal's help, but feel the LSI was too short--I felt rushed to a solution.

November 17 — Monday morning--I wasn't looking forward to this day at all, but it turned out better than I expected. The morning in B's class went well; I'm learning things about structuring situations--mystery powders has a hold on some of the kids; I enjoy learning

with them--however, I don't understand the chaos of around 10:30, except that perhaps the mystery powderr ran out, so the kids reacted with chaos--brilliant deduction! However, I don't know how long we (B and I) will have to provide materials and things to learn--there is still very little initiative.

My talk with Peter was real good for me--Peter and Ellen helped me with the problem with L. Also, I'm clear about my final role, that is to work with B in her classroom.

One can literally see and feel the agony and struggle this trainee experienced in finding his way into a school and a particular classroom. In responding to what he learned he stated, "I lost assumptions of what a school should be, and began to build new concept of school and education." In contrast was another trainee's approach who seemed, at least on the surface, unwilling to analyze her experience. Her statement was: "Didn't learn anything new, but found myself being more aware of feelings of others and how I affected them."

We continued to gather evidence of the enormous impact the specific environment had on the behavior of trainees. During our third year one of our trainees expended an enormous amount of energy on developing a set of skills which included responding to both the academic and personal needs of children. We were in a setting and with children in which we had to confront and respond to children's behavior and she was a leader in that respect. The following is her description of her teaching behavior in October, January and June.

Teaching Behavior:

October: -I think I am still too directive and don't let kids take on enough responsibility for their own learning. Also, I still tend to take the things the kids do and say too personally, but I'm not as bad at this as I was last year. I like to question a lot, in order to guide and stimulate thought. I think I'm good at talking with kids, not at them. And, mostly, I enjoy <u>doing</u> things with kids, rather than watching them do things or telling them about things.

January: -I can see few changes in my teaching behavior since I last wrote about it. I don't feel that I'm too directive any more. Occasionally I feel a personal need for more organization, but I don't think I impose that on kids. At present, I see myself as having one major teaching problem--I can't think of fun and exciting ways to approach a lot of math or spelling or reading.

June: -As a teacher this year I have spent a great deal of time in the following ways:

1. I have suggested countless activities to individual students and asked them if they wanted to learn some

math or learn to knit with me. I also brought in games and items that I thought would interest specific students, based on hobbies or things they'd talked about.

2. I have talked a lot with students about their interests and ways to pursue them. I have tried to get students to commit themselves to activities of their own choosing, and I have reminded them of commitments they'd made.
3. I have worked one-to-one with students who were ready and willing to make a commitment to a specific area of study (like math or crafts).
4. I have taken students to parks, to the zoo, to my home, and to other places of local interest.
5. I have played pool, basketball, gone swimming and played many other games with kids for fun and relaxation.
6. I have tried to stop crises by talking to kids or taking dangerous things from them, or asking them to leave, or removing them from the situation, etc.
7. I have talked about the kids' hang-ups with them--like lack of trust of whites or adults or women, or fear of blacks, etc.

This past year she worked as a teacher in an alternative school. During this year she described herself as focusing much more on the academics and structuring the reading program than on talking with children about their feelings and behavior. She gave as her reason for this the fact that others were talking with children and she saw a need for focusing on academics. This is a dramatic example of the pull a specific environment can have on a teacher.

When it comes to making sense out of just how a teacher implements his values and beliefs into a classroom, we are constantly impressed with what an evolutionary process this is. With a serious person who has a commitment to personal growth this can be an exciting experience. We have come to see the year with us as a step along the way and to realize that careful follow-up and feedback often puts the training year in greater perspective. One of our graduates was kind enough to write us the following letter:

> "I have just been able to surface for air, amid all the hustling around I've been doing, and wing off a note to you.
>
> The primary motivation for the note is the copy of the Third Year Report I received a week or two back. I was really excited to get it. Poor P. came home around 5:30 p.m. I had been sitting in the same chair since 4 p.m. and continued so until at least 8 p.m., with occasional nods to her hungry appetite. It was one of those "I couldn't put it down books".
>
> My main impression was that the report really captured a very significant amount of our program last year. It's really integrated - I remember filling out so many items and

feedback - logs, reports, etc. - and it often seemed piecemeal - but you got it all together well. I think it's pretty valuable. In one sense particularly; it really hit me how goddamn much info we all exchanged - I could sit down one year later, read through our statements about freedom and trust and with some accuracy remember whose issues they were - in a sense hear the people - including myself - talking again - before I read the profiles.

Having the concreteness of such a document in hand caused me to reflect quite a bit on the whole year again, in light of this year, my first teaching. I have a lot of connections I have made between last year and this - things, attitudes really I applied - but I can't offer them all at this moment (I'll send a cassette, it's easier and freer than writing). But I can say this: Pete, Ellen, Bill, there was great difficulty for me to assess the effect of the program and people on me last year; I lay that fact to the day to day mechanics, and the closeness of everyone in the program - there was almost no way for me to get a perspective away from the people and program for any length of time. The frictions, the miscommunications, style quirks have diminished - taken their proper perspective, and I feel real good at being able to point to many "learnings" which I have internalized - and I guess I feel if I can learn 5 or 10 behaviors, feelings, attitudes toward life, that I feel were new for me, and are now comfortable for me, I gained a lot.

So much of what people preach in education is trite, hashed over, and warmed over, that they should pay everyone who has a unique, original idea a million bucks a year - and I'll bet we wouldn't pay out much - I think original ideas are hard to come by. But I do feel also that I was able to accept the ideas of others I was involved with last year - ideas that were often brand new for me - and make them mine.

I guess all summed up, here is my message: I felt good at the end of last year that the program had benefitted me, that I had learned from its people. I shared that with you in June - however, it was flat for me somehow - my reaction, I mean - not exciting anyway, just matter of fact. I think that's because I was too close to it all and maybe too tired running around finishing up. A lot seems more valuable to me - and maybe I was saying this to myself unconsciously last June - "sure, it was a significant year, but that's because you just spent a year of your life doing it; how significant will it be to you a year from now or two years - will you still hear the people you were involved with speaking their messages, making their values clear?" The fact that I got such a clear picture a few weeks ago attests to the fact that a year later it all seems to have gained in significance. I'm glad of that, I think we all worked hard to make it so. Thanks

This kind of feedback is heartening to university faculty who are sometimes at a loss to see the immediate impact of a preparation program for students. Our experience continues to

point up the observation made so clearly in the above letter: that it frequently takes some time and distance for the graduates of our program to begin internalizing their experience and acting upon the beliefs, concepts and techniques to which they were exposed.

Implementing Open Classrooms

In our focus on the preparation of teachers, we adhere to what could be called an "open education" approach. By this we mean an environment in which each individual has a great deal to say about determining his learning needs and ways in which he can meet these needs. An integral part of functioning in an open setting is the opportunity for developing interpersonal relationships and relationship skills. By virtue of "living" and learning in such close proximity to others offers a unique opportunity for group learning. Obviously, one's willingness to be active and self-directed in an open setting determines in large measure the success of this environment.

In keeping with one of our strongest beliefs that a preparation program can present a process to prospective teachers that represents a point of view and sets of behaviors that have direct relevance for how one functions with children, the staff encouraged an open education approach for both our trainees and the children with whom they worked.

One example of an Open Classroom for Children with Special Needs

A graduate of our preparation program taught a group of 15 primary level children labeled "educable retarded" in a public school program. These children exhibited a wide range of difficulties--physical (speech, hearing), learning and emotional. As part of her program the children were each assigned to a homeroom and reported to it first in the morning. As a beginning way to make a child feel part of the school this can be useful. Once with this teacher, a number of the children spent various amounts of time in other rooms for different activities.

The following is the description of the activities engaged in by this teacher and the children during one morning. Embedded within this "typical" morning are a number of characteristics we have come to associate with open education. These will be discussed following this description of the morning.

> The room is large and bright, divided into areas by movable partitions. There is a wide range of materials around the room: maybe 50 Easy-to-Read books, a lot of magazines, records, manipulative things (blocks, puzzles, Lincoln Logs, some toys), art supplies, film strips and machine, tape recorder, games, puppet stage, etc. There were teacher-made materials (mostly phonics and math) and a lot of child posters and books and art products on the walls. In general, the content represented a wide range of approaches--from basal series and dittos to children's paperbacks and games. The "rules" on the wall were the following:

No shouting; no running.
Pick up after playing.
Stay out of other's desks.
Remember we all have feelings.

8:30 Children come in. Teacher asks them to go to homerooms. One child stays. Other children say, "It isn't fair." Teacher says, "Do you know why she stays? Because she gets afraid of other children. You have friends in your homeroom." Child, "She doesn't have friends?" "No." Children leave.

8:40 Children come back in. They find their desks. The teacher says they will rearrange them when all the children are here. Teacher, "You can have free time." Child says, "No, let's do work now." This child has cleft palate and is hard to understand. Teecher says, "It helps if you show me when I can't understand." He says, "OK" and shows her. Other children also tell her what he's saying.

Child takes turn selecting and putting day's words on board: house, people, ape, clothes, ABCs, colors, dwarf, bear. Children all doing different things--blocks, copying words, lots of talking--most of them.

One child crying. Teacher says, "What's the matter?" Child next to the crying child echoes, "What's the matter?" Another child says, "He's always crying. He gets mad when...".

A. asks teacher about meeting with her mother. Teacher says her mother said A. could dress herself now.

8:50 Teacher meets at small table behind screen with two children. Three others come over. A high school student comes in. Child says to me (observer), "meet her. She helps me with my work." She (high school student) sits and works with the child. Children work; they are copying words from the board, reading, or playing games. Teacher works alone with a child doing math. Teacher talks with children about physical hurts, wipes noses, etc.; they come over to her while she is "tutoring."

9:00 Another child comes in. She begins looking at a book and reading.

9:10 Two children leave to go to another room.

9:12 Another child comes in. Teacher talks with four children re schedule--who goes where, when. High school student playing math card game with G. Teacher says, "G. is going to finish this game and then he's going to do some work for me. Right, G.?" Two other children doing writing lesson and math papers--a lot of talking and walking. Teacher gets out a record; several children ask her whose it is. She says, "It's mine. I thought it was my turn to bring one in." One child asks if it is the teacher's record or her

husband's. She says it belongs to them both. She had written words to song on big paper. One child turns pages. Three children stand in front and sing "Moonshadow." Obviously, had done this before. A. and G. sing, A. dances. "Play it again." She does.

9:20 Several children focus on the clock, checking when to go to other rooms. Teacher sits with the high school student, G. working on math; she holds G. on her lap. Child asks, "When are we going to play the game?" Teacher, "About five minutes."

9:25 Teacher sets up game (all children sitting with her except J. who is looking at a book and says no when the teacher goes over to invite him).

Teacher: "It's a guessing game." (She had put a number of items in a cloth bag.). "Why can't you tell what's in the bag?...What's another way you could find out what's there without seeing it?" Children seem very involved and take turns feeling objects in the bag. Teacher asks J. again if he wants to play.

9:33 Two children leave. Teacher says, "'Bye, see you later" and continues game with others..."Look at what is there. Try to remember which ones I removed."

9:40 Teacher comes to talk to me (observer). Children finish game and come over. Teacher asks some children to finish their work. Child helps put away blocks without being asked. Teacher says to A., "Maybe you could help, too." G. tries to use J.'s mirror; J. takes it back. Teacher says to G., "You can use mine. That's J.'s and she doesn't want you to use it." G. leaves and forgets it; he asks me to brush his hair. A. asks teacher to play cards. Two children playing ball; D. playing cards with A.; J. reading; B. playing math matching game that teacher made; two children doing puzzles alone.

Teacher says, "D., Miss ____ doesn't like to see balls in the school building. We'll both get into trouble. How about getting out the bowling pins?" He just says, "Awy" and plays with small ball. Teacher says, "OK, put the ball in your locker, D.".

A. brought in Richard Scary's Best Storybooks. New high school student comes in. Teacher gets children together, reads story. Children still active. Teacher walks, reading. Asks T. not to bang. (Two children have hiding places in cabinets covered by posters--they are in and out of hiding place.) Teacher involves G., who is hiding and making noise, by asking him to roar for the lion in the book. She says, "G. has the best roar!" After that, G. comes out and sits so he can see book.

A. says, "I wish you wouldn't read any more." Teacher says, "You don't like me to read your book."

Teacher announces, "Five more minutes and we'll have a snack."

G. comes over and imitates the teacher, asking me (observer) to play "What's in the Bag?"

Two children ask the teacher to read them a book about baseball. She sits with them and reads.

10:00 Snack. Some children have brought their own and teacher has graham cracker for others.

Recess. Teacher says children can go out but don't have to. Most children decided to stay inside with the high school student. The teacher and I get a cup of tea and come back to the room; the children stand or sit near us, talking.

10:15 School bell. Teacher gets small group together to do the Talking Alphabet; she puts the record on and the three children sit with the high school student and do it.

Teacher then gets three girls and plays a phonics game with them (she had made the game).

Teacher, "D., either you sit with us or go back to what you were doing and not interrupt."

10:34 Teacher goes to the board and shows six children how to play tic-tac-toe by playing it with B. "Do you understand? No? Let's try it again." Several children then play together at the board.

D. asks again about moving the desks; wants it "like the beginning of the year." Teacher says, "Let's make a map of how it was then." She gets a large sheet of paper.

S. asks teacher for time with N., the second high school student. The teacher says, "A. has special time with her, but maybe A. could share?" A., "No!" Teacher, "It's hard to share someone you like so much."

10:45 N., high school student, arrives. Teacher says, "N., we have a problem," re A.'s concern. Somehow this was resolved and N. Made puppets with three girls. Teacher to A., "When we do things together, we can't always have them just the way we want them."

10:50 Children positioning their desk preferences on map of the room.

11:00 Teacher asks children to clean up and get ready to see Electric Company on TV. (Three children are making puppets, J. playing with magnets.) Two children are pretending to fight. Teacher, "G. and J., that doesn't look very good. Stop." Two children leave to help the gym teacher.

11:08 J. watching Family Affair (TV). Four children making puppets. One child playing with blocks. I (observer) talk to two boys. Teacher does a puzzle with G.

11:20 M. going to Maine. Teacher gets maps for him. J. wants to put thread around room. Teacher says, "You know why you can't do that, because it is so thin that someone could run into it and not see and hurt themselves." We talk a little. Teacher says to some children, "I'll put these dittos out after lunch and you can take what you want." J., "Can I take one now?" "Of course." Teacher sees G. reading a book and goes over and talks with him about it.

11:30 Lunch. First children go. B. calls lunch roll. G. brought in news clipping. Teacher reads it to him. Then we go to lunch. (Teacher has half-hour).

Teacher Comments:

In response to questions, the teacher of this classroom said:

"I would describe the children's behavior as approximating normal children except that they are immature, developmentally behind others of their chronological age... My general goal for the classroom was to prove that these children are just as capable as other children in terms of day-to-day functioning. I felt the children were expected not to do much of anything and they would welcome the chance to be like others... I felt the children needed to have as much to say about their class as I did and other people did."

Observer Comments:

"I felt that there was a great deal of room for children to initiate activities for themselves and with others (including the teacher). A number of the children asked the teacher (and high school students) to do specific things with them (read, play card game, etc.). 90% of the time was open for children to make choices about what they wanted to do. Often, the teacher made a suggestion or initiated some kind of content, but the children could take it or leave it. Children initiated much of the content of the day--for individuals and to a lesser extent for the group (map of room).

There is a kind of teacher-established routine, although it didn't seem arbitrary; everything flowed. If the teacher hadn't shown me the schedule, I don't know that I would have thought of it as a schedule.

The group experiences were more teacher-directed, although in all cases the children were very active (What's in the Bag, Show and Tell). Children talked much more than the teacher did. She initiated one-to-one things with kids, often around skills. Children seemed to enjoy it.

I saw no negative/overtly resistive interactions regarding content. If they didn't want to participate, teacher left them alone, although she did extend invitation three times.

The children seemed to respond favorably to routine, were eager to "work" this A.M. While the room and its contents reflected a concern with skills, the feeling was certainly not one of something being forced down the children's throats.

They seemed to see the skill things (the easier things anyway) as play.

Feelings were mentioned a lot by both children and teacher. One rule on wall stated: "We've all got feelings!" Teacher seemed to convey an attitude of acceptance. I can't remember her using the terms "good-bad". She recognized children a lot, tried to include everybody, said goodbye and hello as each child came and went in the room. She just didn't seem judgmental to me.

A lot of transitions with children in and out, and they seemed to handle it well. Teacher gave a lot of time notices, warnings: "In five minutes we'll do this; in five minutes G. has to go to gym." I felt good there. Children seemed happy. The room was noisy, busy and active. Children seemed to feel good about each other and about the teacher."

The above excerpt highlights a variety of teacher behaviors which aid children with special needs and which are often seen in open classrooms. For example, a set of these behaviors have to do with the nature of the inter-personal contacts between teacher and child. This particular teacher tended to ask children questions, not of a rhetorical nature, but having to do with information-seeking and fostering inquiry.

Example: In the incident in which the teacher allows one child to remain in her room while she asks others to check into their homerooms, some children objected to one child staying. She responded by asking, "Do you know why she stays?" And then offers an explanation.

It is of interest to note that her explanation is not of a bureaucratic nature, but deals frankly with the child's feelings, helping the others to empathize with this one child. The development of a classroom climate which fosters caring of one child for another and facilitates empathetic reactions is a vital focus and has great implications for those teachers and children involved in mainstreaming activities. It is of importance, because in regular classrooms we are frequently dealing with attitudes and concerns that children (and teachers) may have about each other. Frankness, openness, and more importantly a process for responding to these concerns is necessary. For this teacher, she spent a good portion of her time talking with children.

Her conversations with the children had many purposes. For example, she would help children define the use of their time (talking with four children regarding their schedule); ask children to clarify so she can understand them ("It helps if you show me when I can't understand"); encourages children to assist each other ("Maybe you could help").

A second category of her responses has to do with the interaction of the child, teacher, and curriculum materials. For example, late in the morning she made contact with one child, who was going to Maine with his family. She located some maps for

him. A reading of the morning activities points up the great range of interpersonal, as well as curriculum, encounters between teacher and child.

A third aspect has to do with the use of human resources in the classroom. This teacher and many others involved in open education value the utilization of other adults assisting in the room. In this instance, high school students were part of the learning environment. Also, this teacher makes use of other children in the classroom as helpers of their peers. This notion of children helping other children has great potential value in integrated classrooms.

Those educators adhering to an open education approach to responding to the needs of children with special needs tend to believe in the potential for growth residing within each child. We are attempting to challenge a lot of assumptions about the needs of handicapped children and the conditions most facilitative of their learning.

Open Education for Emotionally Disturbed Children

Open education approaches are currently being explored in regular education. There is much within this point of view which recommends its application to work with troubled children. Open education speaks to the basic humanity in everyone. It recognizes the growth potential residing in each person as he moves toward his goal of self-realization. It attempts to impose less and explore more. The reader is urged to seriously consider both the human and educational implications of open education since our greatest resource is people and the development of each child and adult's effort to move toward his personal goal of self actualization.

Special education has a long history of concern for the intellectual and emotional development of children. This concern has grown out of a combination of actual needs of children and a set of beliefs, values, and attitudes that specify the directions in which children should move. The present emphasis on educating emotionally disturbed children, particularly those children in urban centers, has brought special educators to focus on many children whose problems, needs, and concerns fall into less classical and clinical categories. They are children and youth who are not fitting the existing structure of public school programs, and it is not clear what the proper interventions ought to be once they are in programs.

Due to the escalating expense of residential and institutional programs, the overwhelming number of children remain in school and community based programs. Furthermore, in recent years educators of disturbed children have seen the special class as somewhat limiting in that it often tended to be the only programming intervention within the public schools. There is a decided trend toward resource teacher approaches which emphasize keeping a child

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in a regular classroom and ultimately redefining and restructuring the classroom.

This article discusses open education for emotionally disturbed children as one alternative to redefining classrooms. Conceptualizing and implementing open education concerns values and beliefs about children and learning, as well as processes for supporting the growth of children.

Presently, there is a growing number of articles about open education. The term itself reflects the influence of British primary education, often in statements concerning their Infant Schools (Weber, 1971). Open education has often been associated with "informal classrooms" (Rathbone, 1971) and "open classrooms" (Kohl, 1970) and has been referred to as the "integrated day" or the "Leicestershire model."

Regardless of the name, there is an overriding belief in the growth potential of children and, in this case, of children called emotionally disturbed. There is a strong humanistic component to open education--the child is valued for what is already inside of him and is not seen from the perspective of a deficiency model:

> If we want to be helpers, counselors, teachers, guiders, or psychotherapists, what we must do is to accept the person and help him learn what kind of person he is already. What is his style, what are his aptitudes, what is he good for, not good for, what can we build upon, what are his good raw materials, his good potentialities? We would be non-threatening and would supply an atmosphere of acceptance of the child's nature which reduces fear, anxiety and defense to the minimum possible. Above all, we would care for the child, that is enjoy him and his growth and self-actualization (Maslow, 1968, p. 693).

Open education then is part of a focus on a more humanistic approach to the education of children. Needless to say, there are many opinions on what constitutes open education.

What is Open Education?

Open education strives to be what its name states--open to all those participating in the environment. There is an opportunity for each person, child, and adult to have something to say about what is done and why it is done.

Democratic Practices

Our experiences during the past 10 years in developing more open learning environments for the preparation of teachers and for the education of children and youth have convinced us that this is a model for a dynamic society. Open education can offer a way of spending time together which enhances the learning and development of everyone in that environment and at the same time lets each person live in an environment which fosters democratic principles (Sudbury Valley School, 1970).

These principles involve (a) respecting and valuing the individual rights of each person, (b) viewing the learning environment as a community in which those who are directly involved have control over what happens to them, and (c) guaranteeing equal opportunity without bias against the skills, viewpoint, or goals of each learner in the environment. These values are rooted deeply in our past and in our present rhetoric, and it is conceivable that learning environments can honestly reflect these values.

Psychological Propositions

Open education is also a set of psychological propositions about how children learn. In her recent book, The English Infant School and Informal Education, Weber (1971) specified three such propositions:

1. Each child learns differently and has his own schedule and strategy for learning.
2. Children learn optimally in a rich and complex environment which encourages exploration.
3. Children learn best in a self directed fashion and in an environment which fosters their interaction with learning materials and with other people.

There are undoubtedly other psychological propositions which are equally relevant (Holt, 1967; Rogers, 1969; Featherstone, 1971) but those of Weber's point out the relationship between the values cited above and their translation into propositions about learning.

Set of Practices

This relationship becomes even more clear when open education is seen as a set of practices which tends to reflect the above values and propositions. In literature on education it is unprecedented to have so many detailed descriptions of actual classroom practices and interactions between teachers and children (Dennison, 1969; Herndon, 1971). Since a summary of these practices would be difficult, the reader is encouraged to read Rathbone's (1971) discussion of the implicit rationale of the open education classroom and Barth's (1971) discussion of the assumptions open educators make about children's learning. There are certain practices which find high visibility in many open classrooms. In an effort to convey what actually happens in open classrooms, a brief analysis of the behaviors and interactions of children and teachers follows.

Child Behaviors. The following list is representative of a wide variety of child behaviors encouraged in open education settings (Knoblock, 1970):

- A premium would be placed on the learning becoming self directed. Depending on the psychosocial development of the child and his interests, the environment

of the classroom should allow him as much self choice about what he should learn and how he should learn it.

- Children are encouraged to specify their learning needs and interests and seek ways to meet these needs.

- Children engage in exploratory activity in an attempt to find the relationship between themselves and the materials in their environment.

- Children spend time with other children assisting them in learning activities and engaging in a variety of play activities.

- Children offer feedback to teachers, parents, and others concerning the viability of the learning environment.

- Children evaluate their own progress and contribute to the charting and analysis of their activities.

- Children play a vital role in working out their problems, disagreements, and conflicts with other children and adults.

Teacher behaviors. Insights have been gained into the behaviors engaged in by teachers within open settings. Three followup studies of Syracuse University graduates have provided valuable information on what classroom teachers are actually doing with troubled children in open education environments. The following observations have been made in such settings:

- Adults function as partners and facilitators of children's learning. There is a tendency to respond to individual children and small groups.

- Adults function as organizers of the learning resources (materials, adults, and other children), making such resources known and available to the children.

- Frequently, the adults will design learning activities and encourage children to participate in them. There are a variety of teacher behaviors having to do with the initiation of activities. In one classroom I observed that a teacher had certain time periods for designated activities--free choice, reading, math vocabulary development, or playground. Within several of these activities the teacher encouraged children to pursue the activity or task (finding words that begin with th, cr, etc.) in their own way.

- Teachers tend to ask many questions of the children and encourage them to solve problems rather than ask for or accept answers from adults.

- Teachers often view themselves as resources and catalysts for learning for the children and other adults. This implies that teachers need to be explicit about their skills and interests so that their skills can be used more efficiently.

Teachers expend considerable energy assisting the children in committing their time and in setting reasonable and realistic goals for themselves.

"Behavior" of Curriculum Materials

The use of materials forms an integral part of open education learning environments. In a sense, these materials behave and speak to children and adults. In choosing materials, open educators typically prefer those that are more open ended, such as the activity based science approach of the Elementary Science Study under the direction of the Educational Development Center (EDC), the mathematics orientation of Biggs and MacLean (1969), and the reading approach known as reading through experience (Lee & Allen, 1963). This list is not all inclusive, since many teachers and children develop their own materials. In any event, the materials used tend to ask something of the learner. They are active and do not encourage passive encounters.

Open educators are intrigued with experientially based learning in which the child interacts with the learning material in a satisfying and thought provoking fashion (Hawkins, 1971). This "messing about" in a subject matter is often a personal matter. but it is thought essential to bring children and concrete learning materials into contact with each other.

One final comment on the use of instructional materials needs to be made. Learners and materials function optimally in learning environments that are arranged and designed to facilitate learning and communication between the child and his materials. Room arrangements, schools, corners of rooms, and so on all convey different messages to the child. In informal classrooms the expectation is that space will entice and respond to the creative urge of children and that it will respond to the varying needs for activity, exploration, and solitude (Hall, 1969; Sommer, 1969).

Responses to Children's Concerns

The point of view argued for in this article takes issue with any listing of characteristics of disturbed children. On a deeper level, there is the philosophical concern over the use of the label emotionally disturbed and the educational relevance of employing disturbance as a concept. Nevertheless, my experience during the past decade in focusing on children and youth in urban settings has brought me into contact with a variety of concerns and behaviors.

I have long believed in a psychoeducational model of teacher preparation and education of troubled children (Long, Morse, & Newman, 1971). Over the years at Syracuse University we have tried in our teacher preparation program to conceptualize and operationalize what is meant by this model (Knoblock & Garcea, 1969; Knoblock, 1971).

This present effort to explore open education for troubled

children is, in my opinion, a logical extension of the psycho-educational model. The tenets of this model apply to open education, and in fact, by creating an open environment we may be enhancing the opportunity to implement approaches commonly thought of as psycho-educational. For example, both models advocate the integration of affect and content in the classroom. Both rely on acknowledging and responding to the feelings and behaviors of children. Both respond to the readiness levels of children for the implementation of academic skill development. Both believe that often learning will take place only if it is put in the context of relationships and only if the learner feels good enough about himself as a learner and person. Other parallels could be found, but the important point may be that open education approaches provide a learning environment in which the teacher can truly function as a diagnostician in the sense of seeing children operate in a variety of activities and with many other individuals.

Our clinical experience and extensive interviewing of troubled children has led us to focus on five concerns of these children. These are not meant to summarize a disturbed child but should be seen as examples of core concerns sufficiently troublesome to cause some children to act upon them. Many schools in turn have responded to these behaviors and feelings of troubled children. Borton (1970) discussed student concerns and focused on relationship concerns, self identity, and control concerns (a student's sense of his visibility and impact in the world). In many ways Table 1 and the following discussion incorporate some of the same concerns that Borton made reference to.

Conflict with Authority

The power relationships between teachers and children has tended to erode the potential for learning in many school environments. The win-lose focus of many teachers and children is no solution; no one wins in the ultimate sense. Informal classrooms (another designation under open education) tend to be places in which the participants want to be. This alone can contribute to a sense of ownership for what happens. When we take pride in our environments, we tend to make a commitment to working problems through. In our learning environment for children we focused on children and youth excluded from school. Initially, some students experienced considerable difficulty with the freedom and the choices. Adults functioned in ways which helped them become comfortable and active. To be sure, concerns existed between adults and children, but these became personal and intimate and had less to do with adults as roles or as authorities with control over them. Once contact between child and adult is put in the context of a relationship, there is an even greater opportunity to respond to issues of limit-setting, aggression, and interpersonal concerns that invariably spring up in the classrooms.

Moving Away from Others, Self, and Inner Concerns

Traditional education has placed a premium on children's becoming dependent on the adult, and in turn, there has been a diminution in many children's willingness and ability to be active in

TABLE 1

Concerns of Troubled Children and the Response of Open Education

Concerns of troubled children	Response of open education
Conflict with authority	Nonauthoritarian adults and environments in which less is decided for the child and more is done with him.
Tendency to move away from people and concerns; an unwillingness and inability to capitalize on their resources.	Emphasis placed on providing support to the child for becoming more active in self defining; provision of an environment that holds appeal to the child.
Concern with establishing relationships with adults who are trustworthy.	Adults who firmly believe in the growth potential of children and communicate this in words and practices.
Feelings of loss of control over their own feelings and their learning environments.	Mutuality between all participants in the learning environment thus enhancing active participation; response to the feelings and emotions of children.
Deep feelings of inadequacy leading to negative self concepts.	Provisions for a variety of activities and behaviors which supply the child with many ways to self evaluate.

their own behalf. Disturbed children are frequently described as having behavior problems, but there is also a heavy preponderance of children who become passive learners and function below their potential in learning activities.

Open education offers many forms of support to the child in an effort to put him on a path toward self realization. Basic to this support is developing an environment which appeals to children. Such aspects of learning materials which respond to the variety of children's learning styles, opportunities to manipulate materials and to engage in experientially-based learning, choices of what to learn and when to learn it, and an opportunity to have a voice on how time is spent all contribute to a child's becoming more intrinsically motivated to partake in his learning environment and to shape it in productive ways.

Establishing Adult Relationships

There is much in the behavior of adults in open education environments which reassures the child that he and the adult can trust each other. The teachers believe that direct experience is essential, and therefore, the child is asked less frequently to believe on faith that a particular subject matter or activity is important. He has a chance to experience it himself, to modify it, and to decide how and where it fits in this "curriculum". Writers who feel deeply about children, such as Redl and Wineman (1951), Cole (1970), and Rothman (1970), have shown how each child carries with him his own "curriculum" in the form of skills and observations of adults and other children.

Open education values each child's agenda and hopes to enable the child to build on his own personal agenda. If a child is involved in karate, an entire curriculum can be built around this activity ranging from learning self control, to learning physics, to buying boards which are used to break in half, to following systematic procedures, to reading karate books and magazines, and so on.

Furthermore, each child learns that the adults are not involved in the external evaluation of his performance. Adults in this environment make the assumption that knowledge is idiosyncratic and, therefore, highly personal. Thus, no one can truly judge whether one child's learning is "better" than another's. Also, the adult is seen by the child as a person who can also be turned on to learning.

Finally, the entire issue of trust is looked at and explored by those in open education environments. The participants explore this concern in a variety of ways--discussions, group meetings, and perhaps most significantly of all, observation of daily behaviors of adults who communicate an unconditional positive acceptance of who the child is and what he does.

Feelings of Loss of Control

The literature is filled with descriptions of children whose

feelings of powerlessness mire them in confusion, lethargy, and self doubt. In open education classrooms one of the first processes engaged in by teachers and children is that of developing a learning community in which a partnership exists between all those present. We begin by assuming that in any group of children and adults there is an extensive reservoir of resources and skills. If we accept this assumption then our goal is to assist participants in specifying both their learning needs and resources.

In this learning community there is greater probability of a child becoming involved in an activity reflecting his strength, as well as his limitations. It makes sense that one is more open to risk taking and engaging in learning activities in which he experiences difficulty, as in reading, if he has experienced success and a response in activities he does well.

A child learns he is not alone but is surrounded by a variety of adults. He can choose those with whom he is comfortable or those who can serve as resources to him. Open educators believe that many adults are needed to populate any learning environment. To rely on one teacher to transmit all that is necessary is to ignore the burden such a role places on that teacher.

Again, the feelings and concerns each child may have about his powerlessness are made a legitimate focus of his time in the classroom. By combining an approach which offers internally defined success and adults and children with whom he can talk, a child will come to feel a measure of control over his school and personal life.

Feelings of Inadequacy

Sensitive practitioners realize that how a child feels about himself is central to his engaging in learning activities. Open education acknowledges this concern and purposively sets about to create a responsive environment. Open educators typically ask troubled children to respond to the rules, to others, even to themselves, but it is imperative that a responsive environment be provided in which they can try out new skills, feelings, and behaviors. It is in the creation of a responsive and diverse environment that open educators hope to assist children in viewing themselves more positively.

Frequently, a child's negative evaluation of himself in school comes about because he either defines himself in narrow and rigid ways ("I'm no good in math") or because the school sets up an expectation of him in equally narrow terms. In open education the expectation is that the child will be exposed to a variety of ways to "do math" and hence will have more opportunity to see himself in positive ways. Open educators encourage children to view themselves not as good or bad but rather to discover their strengths, as well as their limitations.

An Environment for Everyone

Special education literature is filled with information about programs for handicapped children. What seems to be missing are programs that are responsive to the adults as well as the children. Open education approaches offer us an environment in which teachers, as well as children, can represent themselves as learners. It seems imperative for adults to also function as curious and vitally alive human beings in their learning environments. We have all experienced teachers who urged us onward to more efficient learning but who seemed drained of their own spontaneity.

In an open learning environment one of the major interventions a teacher can have is to present himself as an individual who is open to inquiry and knowledge seeking on his own. This can be seen when a teacher delves into a content area with a child and together they attempt to master the concepts.

There are many parallels between what occurs for teachers and for children in open education environments. Two of these are the need for communication in a learning community and the need for a focus on personal growth.

Need for Communication

During the past several years I have been involved with groups of teachers of troubled children. In one effort to find out the kinds of concerns teachers were experiencing, my associates and I designed a series of group meetings in which a small group of teachers shared their experiences with each other. We tape recorded each of our sessions, and along with an analysis of our meetings, extensive verbatim comments of the teachers were included in our statement. A colleague and I have written a book about this experience titled, The Lonely Teacher (Knoblock & Goldstein, 1971). The experience was profound because it helped me realize that any learning environment is incomplete unless the needs and concerns of teachers, as well as children, are valued and responded to. More and more teachers are now coming forward and talking about their isolation and their need to have contact with other adults in a learning and sharing relationship.

Open education is attempting to "re-people" the learning environment so that there are many adults who can respond as resources and catalysts for others, including other adults. Having a variety of adults with different skills enhances the probability that everyone will find some others with whom to relate and communicate. The role and authority dilemmas faced by so many teachers are dispersed and shared with other adults and children.

Focus on Personal Growth

Open education environments encourage teachers to examine their own concerns and personal growth. The freedom represented in open education offers an unparalled opportunity for a teacher

to explore his own behavior.

The following statement is from one of our Syracuse University graduate students involved in creating an open setting in our Shonnard Street School Program (Knoblock et al., 1972). This student is responding to a question regarding how she felt about the freedom she experienced this year:

> The freedom of this project to me means an acceptance of each person--student or staff--for what he is, where he is and where he wishes to go. There seems to be an implicit trust in each of us that we know what is best for ourselves--and that there are people around to help us figure it out, to give us a lot of feedback on our thinking, acting, relating, behaving, etc.; that this kind of feedback is given and asked for freely--there are no strings attached (e.g., grades) nor pressures to do or be a certain way--that with this kind of freedom we will come to trust ourselves more and be more ourselves and that this is learning and growing.
>
> In general I'm feeling very good about this kind of freedom. At times I feel scared, wondering where I'm going with all this, if I'm really OK or if I'm really just blowing the year. But these fears don't seem to be nearly as prevalent as my feelings of excitement and joy in finding this kind of freedom.
>
> I think I've really felt this freedom--this acceptance of where I am and where I need to go. I've let go of a lot of reins I had on myself and am allowing myself to feel and experience all kinds of things I've never felt or experienced before. I feel like I've almost gone wild in a sense, because I'm doing so little reading and studying--but I've been doing a great deal of thinking and talking with people--and feel confident that I will again read and study--now because I want to and not because I have to (p. 11).

In the above quote one sees a young woman with a remarkable degree of insight into her changing needs and a willingness to assume responsibility for her decisions. Significant in her statement is a strong flavor of a learner--someone searching for more congruent ways for her behaviors to match her needs. This person and many others involved in open education look forward to a lifetime of learning in which they develop a process for learning. Each year is seen as just that--a year along the way to unlimited opportunities for personal growth and fulfillment.

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Staff Roles

Staff members assume a variety of roles in a program such as this. Some roles have depended upon the personal style of the staff member, while others have remained consistent for all staff. These roles are described below.

Resource Person For Content. As all members of the group were resources for content, so were staff members. But often staff members initiated more freely and frequently around content. They shared their knowledge of community resources and made presentations in areas of their expertise that they felt were valuable to teachers. They also helped trainees plan content. In addition the staff provisioned the environment in a rich manner via books, articles, films, and materials to be utilized for both children and adults.

From a staff member:

> "The first day back in the second semester Peter brought in Maslow and Erikson materials he had prepared. He said, "I did this since people were interested in interventions. Do you feel up to doing it now?"

From a staff member:

> "Today was the discussion on Sex Roles. I had met previously other members of the planning group and we had talked about different areas we could cover and about using a small group approach. I brought in 4 articles covering different aspects (e.g., sex role stereotyping in schools, "non-conscious ideology" paper by the Bems, etc.), a list of questions to think and talk about, and some feminist books and magazines (Ms.). We split into 3 groups and there were very active discussions - about marriage, personal issues, sexism in our group, etc. Then we came back together for a while. It seemed as if the conversation was really relevant: everyone talked."

Supervision of Teaching and Feedback. Staff members tried to respond to trainees about their feelings and behavior with children and adults. Sometimes this was done in a formal way (i.e., a particular trainee was assigned staff person X as supervisor and they meet at a regular time). This format worked most successfully when both staff person and trainee had a choice in the assignment; then personalities seemed to be more matched. This was also done informally after participation in activities with trainees and children and in group discussions. Staff input varied again with the staff's personal styles.

From a staff member in early November: "L. says she feels passive. She doesn't want only the one-to-one time with D., that it's too frustrating. She would do group stuff with her. She feels things are too ambiguous; there are too many possibilities so she is confused and does nothing. She would like some structure, a routine. I mentioned that

Supervision Session

last year trainees had been responsible for planning some activities on certain days. She liked that. I also suggested the outreach thing - films, trips into the community, etc. She is going to talk with the kids this P.M. and may raise some of these concerns."

From a trainee: "One of my most positive experiences with adults was supervision time with S. I can think of particular times when I felt we really worked together to come up with ways for me to attack problems with R., his family or school situation. I can also think of times I felt so good just being able to express my feelings with him and feel him to be a supportive listener."

Counseling/Listening. The line between supervision and counseling is often very narrow in a program that encourages a focus on personal growth. Many of the relationships between staff and students have been close ones and involved matters far beyond the children in the program.

From a staff member: "B. and E. and I talked with B. at the house this A.M. She came prepared to talk and seemed active and analytical. Feels she and J. need to work some things out. I suggested maybe one of us could help the 2 of them talk. Had to keep coming back to it, but not certain B. will talk with J. Somehow when we describe this program as having a focus on personal growth I guess we need to be prepared for some people taking it very seriously and in fact possibly becoming immobilized."

From a staff member: "K. came home with me. She was upset

with the decision about the encounter group. And also that F. (her boyfriend) had left today and she had cried all morning. She talked about F., and her family, and group meetings."

From a trainee: "In mid-January I decided to talk to P. and E. to tell them what had been happening to me. I was terrified at the prospect of being so direct. The night before I got together with P. I kept remembering what I had heard him say so many times in our group-that all of us carry things around inside us that we are horrified by, but which aren't so horrible once we share them with people who care about us. He was beautiful, he mostly listened, reassured me of my worth and his respect for me, reminded me of his own battle with himself. Being honest had a baptismal quality. I was real with him and he knew it."

Group Leadership. In a program organized around a group focus, the staff member leadership behavior - directive or non-directive - can set the tone for the program. In our program staff planned some initial activities and made some arrangements prior to the school year. The extent to which staff members assume authority is an important issue. Staff members should be aware of group process and leadership roles that fit their philosophies and styles. Some of the difficulties are described elsewhere in this volume.

From a staff member: (in September) "It is ghastly difficult to begin in a new group. I wanted it to feel O.K. for me and others, but everyone was quiet. I knew that later in the year we would be a group but we had to get there. Even though I felt I talked, it was probably O.K. I tried to convey (and I believed it) that the agenda items were tentative and open to our decision as a group. While I suppose I would have waited for these items to emerge, I guess I provided some leadership or direction. Same old conflict for me: I know what some of the things are that "need" to be focused on, but I really do want everyone to decide what's to be done."

From a trainee: (in June) For a beginning, a structure which gave a starting place, yet allowed for personal creativity and expression would be good. For example, on the first day, I was quite anxious when we just sat around and tried to talk. We could have done activities..I think it would have been bad if all these ideas always came from the staff, but it wouldn't have been bad to begin that way."

Demonstration With Children. Depending upon personal skills and interests, staff members could become involved in the programming for children in an active way. One staff member frequently utilized his interest in working with children to draw trainees in for joint planning; he did much teaching of curriculum and counseling approaches while working alongside trainees. He also utilized those situations for feedback and discussions.

From staff member: "I felt better than in any other instance of my trying to share my thing. I had thought it out and was ready - motivated by my general excitement re this year and the expectation that people would dig it. The people were involved and gave lots of positive nonverbal feedback during the lesson."

From a trainee: "B's language thing was far out. Not only in information content but in his sharing himself."

Serving as a Model. As staff members we have hoped to do as we say, to act out our beliefs and values in the program. This has meant to us being individuals not roles, and expressing our opinions and feelings. It has meant being open and direct, non-authoritarian, trying to look at ourselves as well as others. It has meant responding to others and also asking to be responded to, giving feedback and asking for it.

From a staff member: September: "At times during the early times together and tonight at the barbecue in the backyard I haven't really felt like putting out and taking the initial step. I think very often I would like others to take the initiative and ask me how I'm doing. As we spent more time together this week I sensed more people coming out of the background into bolder relief. They took on some identities and I wanted to touch them and make contact. I have begun doing that with more."

From a trainee: "I have a lot of respect for P. for the convictions he has about children and how he has put his convictions into action in this program. I also feel he is good at what he does."

Documentation and Evaluation. The staff of the program has the major responsibility for documenting and evaluating the program and the growth of persons in the program. This meant conceptualizing a direction in evaluation; collecting the data (be it logs, diaries from staff and trainees, questionnaires, tests, feedback about activities); analyzing it; and reporting all this in some format that is useful to the program and the public.

From a staff member: "M.A. students filled out pre-data and staff met upstairs. It was a good meeting. S.T. (Participant Observer) talked about some of his concerns about the role and task in the group. We talked about the model and the Joyce book. My observation about students' filling out questionnaires is that writing is not everyone's bag and perhaps it would help if we met with people individually and ask them to elaborate on their responses. It would be nice if all would write how they feel in detail, but if we truly want to capture where they are then we may need to individualize. The staff discussed ways for us to be involved with trainees self-evaluation and how they are meeting their goals. We agreed not to confuse our needs to have an impact or role with their needs. We decided to discuss this with everyone."

Evaluation

In this chapter we describe the processes of evaluation that we have utilized over the last 4 years. We mention our philosophical orientation to evaluation and the complexities and problems in designing an evaluation for a program such as ours. Included also are discussions of major areas of data-gathering (the growth of the trainee, the growth of the child, and the environment) and methods, timing, and agents of evaluation.

Evaluations of programs are done for many reasons: to satisfy others as to their investment, to prove a point about a particular idea or belief, to have input to change an on-going process, and to know what is happening and make some guesses as to why. At some point our staff has responded to all of the above motivations for designing an evaluative dimension to our program. But the strongest motives have been the latter two - feedback for change, and understanding of the process, out of curiosity and out of a need to know based on intense involvement.

It is important to know not only why evaluation but also what is to be evaluated. Evaluation of training programs can have many foci - the training interventions themselves, the growth of the trainee, the change in the children involved, and change in the social systems/environments that the program touches (schools, families, agencies). Evaluation can be directed toward products or process. It can be short-term or longitudinal.

While the word "evaluation" implies judgment (assigning value), we have often chosen to focus our efforts on description - i.e., "in what way did the trainee change?" rather than, "was it good, did it meet this standard?" This description, we have felt, is the first step. Based upon what happened (behaviorally, in the perceptions of persons) we can analyze and assess. Patricia Carini (1973) has written about what she calls "documentation as an approach to evaluation". This is in part what we have attempted.

We have tried to have our evaluation methods follow the basic beliefs of the program as well as be compatible with its structures. Therefore, if we are encouraging trainees to seek their own direction in learning, then exclusively pre-post evaluation measures designed by staff would be inappropriate; we could never anticipate all the direction in which individual differences in trainees might lead. David Hunt (1971) describes this concern:

> A trainee-centered training program requires intervention procedures appropriate for trainees. Taken literally, such a training program would be developed after the trainees had been selected, on the basis of trainee characteristics. Though such literal adaptation is clearly impossible, the training program must be kept flexible with numerous options available (p. 73).

Additionally we are concerned about documenting and evaluating the processes of the learning year, as well as the products. It is difficult to determine the nature of these processes without getting observations of a continuous sort that reflect changes at

the time of their occurrence. A pre-test/post-test design ... masses the observations before the process begins and at the end after it has ceased to function. Because of this process focus, we have used both periodic (September-January-June) assessments and continuous records in our program.

Thirdly, we feel the relevance of evaluation for trainees is crucial. We would hope that trainees leave this program as problem-solvers. Part of the problem-solving process is to make conscious the evaluation of alternatives in skills, attitudes and knowledge. Trainees in most instances see evaluation efforts as external to themselves. A great deal of this has to do with the difficulty in pre-post designs of giving feedback to the trainees, for fear of endangering the validity of the post measuring. By implementing a continuel evaluation and feedback process based on evaluation of trainee and staff behavioral objectives, as well as other personal growth dimensions, this problem of the irrelevance of evaluation for the trainees diminishes.

Self-report data is of great value to us. The size of our sample of trainees is so small that group means mean little, so we are looking at individuals and change. We see as of greatest sifnificance the meaning of events and behavior for individuals. As Carl Rogers (1970) says,

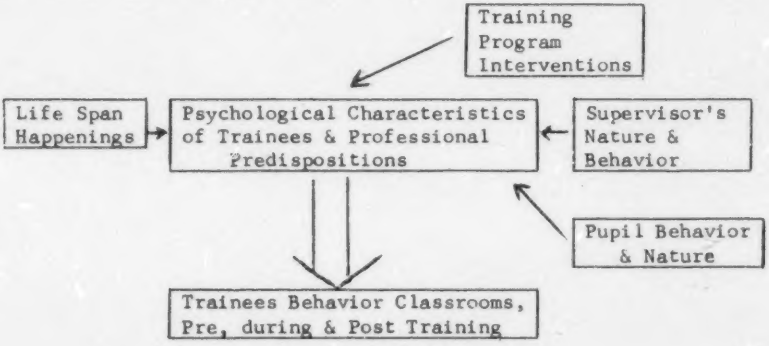
> "To my way of thinking, this personal, phenomenological type of study--especially when one reads all of the responses--is far more valuable than the traditional "hard-headed" empirical approach. This kind of study, often scorned by psychologists as being "merely self-reports" actually give the deepest insight into what the experience has meant. It is definitely more valuable than to know that participants did--or did not--show a difference of .05 significance from a control group of nonparticipants, on some scale of doubtful reliability and validity. For me this kind of organized, naturalistic study may well be the most fruitful way of advancing our knowledge in these subtle and unknown fields." (p. 133)

Evaluating an individualized training program demands what Morse calls "N of One Research" - very different from traditional group data methodologies. We have utilized a case approach, in terms of profiles of individual trainees and their changes; the descriptive data about them has come from self-report, behavioral observation, attitude and skill measures, and feedback from program staff, other trainees, children and supervisory personnel.

> "So many things happen especially to young persons, which are outside the training province. Some of them give maturity a boost. Other provide such situational stress that they contort. We have found it necessary, not in a prying way, but as a matter of course to think of the total flow of a person with real attention to these external life events. There are not only the Caplan crises - death of a close one, divorce, stress of roommates, and financial, to mention a few - but also those that are the opposite of traumatic. A good marriage, finding high success in a pro-

fessional goal, and the like may cause a spurt which really is not the credit of training, with the N of 1 approach, this must be taken into consideration. (Morse, Bruno & Morgan, 1973, p. 160.)

A paradigm from Morse, Schwertfeder and Goldin (1973, p.g) indicates how complex a training program is:

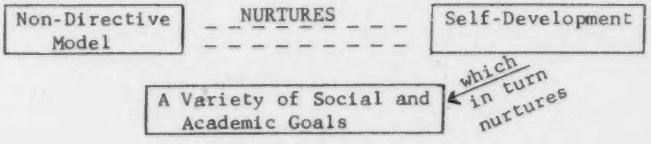

Training Program Interventions
Life Span Happenings
Psychological Characteristics of Trainees & Professional Predispositions
Supervisor's Nature & Behavior
Pupil Behavior & Nature
Trainees Behavior Classrooms, Pre, during & Post Training

We have never felt that we could adequately relate the substance of the program's impact on an individual in the period between September and June. We find that in the training situations the students have difficulty in taking stock of change in their own beliefs and behavior and staff members may also. We receive many letters, calls, and visits from our graduates who talk about the latent effects of the program - which become evident after they are teaching. We therefore have a follow-up as part of our evaluation.

Joyce, in his book Models of Teaching (1972) refers to the distinction between direct or instructional effects and indirect or nurturant effects.

> The instructional effects are those directly achieved by leading the learner in certain directions. The nurturant effects come from "living" in the environment created by the model. (p. 17)

Our environment, like Joyce's instance of "Non-Directive Teaching" (see Chap. 12 of Models of Teaching, 1972), depends to a great extent on its nurturant values, "with instructional values dependent on the environment's success in nurturing more effective self development". (p. 221) This figure below is taken from Joyce's book (p. 221).



We have always maintained that the process and procedures of a training program should represent to a trainee a model he can utilize as a teacher with children. Thus the entire learning experience into which a trainee moves upon entering the program speaks to, nurtures, program goals of self-awareness and self-direction, responding to others in a relationship, utilization of resources, and flexibility of roles. We hope that as teachers our graduates will put these same goals into practice in their classrooms.

Areas and Methods of Data-Gathering

We have covered three major areas of assessment: 1) the growth of the trainee; 2) the growth of the children; and 3) the description of the environment(s) in which the Project was functioning. The first two years of the Special Project we utilized more pre-post measures and more standardized scales than we have in the last two years. This change reflected our feeling that the pre-post design did not adequately serve the format of our project and that for our own purposes we got more relevant information from interviews, observations, and questionnaires of our own design. In the following pages we will summarize our approach to each of these three evaluation areas.

The growth of trainees. This was by far the central focus of our evaluation as it was the central focus of our training program. We attempted to design an evaluation that responds to both program goals for trainees and individual goals. We utilized a variety of data sources, an assessment schedule that is fixed and fluid, and various perspectives - including the trainee himself, herself, program staff, supervising teacher, other trainees and children.

In terms of program goals, we have become more specific over time. The chart below indicates this.

1969-70

1.1 Diagnostic Assessment	2.1 Ability to establish facilitative interpersonal relationships with children and adults.
1.2 Observing & Recording Behavior	2.2 Understanding and utilization of resources of parents, consultants, teachers, administrators.
1.3 Proposing a course of learning based on specified aims and objectives in behavioral terms, methods and procedures and evaluation techniques.	2.3 Engaging in self-confrontation and change behavior.

1971-72

A. Awareness of Self:
   1) Change in number of trainee statements about learning and personal growth concerns.
   2) To define via contract personal needs.

B. Interpersonal Competence
   1) To function in facilitative interpersonal ways with children and adults (empathy, acceptance, genuineness).
   2) To state one's impact on others.
   3) To state changes in trust of others, in r sktaking, openness.
   4) To play diverse roles in a group.
   5) To utilize resources of children and adults.
      a) to state resources of others.
      b) to work with others (including requesting help and planning and carrying out).

C. Additional Teaching Skills (Besides A and B)
   1) To state/set goals
      a) for oneself
      b) with children
   2) Demonstrate a variety of behavioral Interventions.
      a) Manage surface behavior of children, e.g., try out Redl's 17 interventions.
      b) Talk with children about life events.
         1. frequency of talking
         2. Do an LSI
         3. Describe inner life of child
   3) Demonstrate a variety of Interventions.
      a) to describe readiness, interests, conceptual level of child
      b) describe number of different content approaches
      c) demonstrate number of different content approaches
      d) share interests with children, i.e.e., bring in activities around trainees personal interests.
   4) a) to state principles of group dynamics.
      b) to utilize principles of peer group dynamics in programming for children.
   5) To problem-solve (defined as)
      a) to discriminate persons, behavior, environments.
      b) to generate hypotheses.
      c) to flexibly radiate environments with a
         1. diversity of responses (trainees repertoire)
         2. seeking resources to increase variety of environments.
   6) To be an advocate for children (defined as)
      a) number of contact with variety of agencies about children (count)-number of contacts
         -number of different agencies
      b) placement of children for whom trainee is responsible in school, job, or summer camp program
   7) To evaluate success of methods in meeting goals (self-evaluation of objectives--with self and with children).
   8) To document experience of self and children

With regard to methods, we initially utilized a variety of standardized instruments--primarily attitude and personality measures. These included the Teacher Belief Scale (Weyling & Charters), Teacher-Pupil Relationship Inventory, Dogmatism, FIRO, Self-disclosure Scale, Personal Orientation Inventory and Conceptual Levels. We also designed instruments or tasks ourselves to evaluate specific goals. These included content measures (Psycho-educational Terms and Card Sort) demonstration tasks (Observation task, lesson plan preparation); feedback about others (other trainee and staff, teachers, children), and reports about self (questionnaires, semantic differential formats).

We found most helpful the content of the trainees' statements rather than any test scores, so in years 3 and 4 of our project we cut down on the number of standardized measures we utilized in a pre-post manner. We continued to use some of these tests (like FIRO, POI,) during the year as teaching devices when the trainees were interested and it seemed relevant.

In addition to these measures and tasks that were taken at a particular point in time, we gathered information during the process of the year. These process measures included daily logs from trainees, diaries of trainees and staff, feedback sheets after particular sessions, tape (video & audio) of group meetings and activities with children, interviews by staff, and notes of the participant observers. We also utilized unobtrusive measures like the sign-out sheet from the project library, schedules of activities with children, notices placed on bulletin boards, proposals to the School Board, etc. We kept "products" that trainees created for our program or other courses - including self-instructional modules, papers or lesson plans, slide shows, tapes of Life Space Interviews, etc. We also have a photographic record of the year (by trainees & staff).

Many of the instruments were administered in September, January, and June. Process measures occurred over the year. We also conducted a fairly elaborate follow-up of trainees that will be discussed below.

Evaluation agents of trainee growth included self, university staff, peers, parents and teachers and children. We tried to have some input from all these perspectives.

Follow-up of trainees. In addition to an evaluation during the school year, we have conducted a 7 year follow-up of our trainees after they leave the training program. We have data on 85% of the graduates of the Special Project. This has provided very important information for us about the impact of the training program on trainees as well as data about the pressures of teaching that can help us modify our program to more adequately prepare trainees. A detailed discussion of the follow-up approach is included in the report for 1971-72, Preparing Psychoeducators for Inner-City Teaching: A Follow-up Study of Special Project Graduates by Margaret Berra.

The format utilized in the follow-up included: interviews by staff, written questionnaires; standardized measures corresponding to those utilized during school year (TAI, Profile of a School, Teacher Belief Scale, Dogmatism); observations in the teaching setting; collection of schedules, lesson plans, teacher-created materials and communications with parents. When it was feasible (in terms of proximity) we collected data through all these means. Otherwise we asked for the written information through the mail.

The three broad areas of study included (a) Job Placement Goals (job description, selection, constraints and satisfactions, socio-emotional climate); (b) Teacher's Personal Philosophy and Characteristics of the Teaching-Learning Environment (characteristics of the teacher's role especially self-directed learning, curriculum invention, physical, cognitive, socio-emotional environment of the classroom); and (c) Graduate's Perception of Program Effectiveness. In regard to the first two areas we assessed descriptions of the trainee's situation with regard to its congruence with program goals such as those listed previously in this chapter and its congruence with the value orientation of the program as described in Chapter I. For example, the following hypotheses were included under Job Placement Goals:

> The job position accepted will be in facilities which do not label or segregate children as the prevalent way of dealing with them. The job position accepted will be one in which the socio-emotional climate among peers and with children is conductive to authenticity, openness, sharing and collaboration.

An example of a hypothesis from the teaching-learning environment section is as follows:

> The teacher is aware of his/her impact on children and adults, is open to feedback and is able to give feedback so that it can be received.

The observations of actual teaching behavior and classroom environments were used to back up or contradict the statements graduates made about their values and goals for their classrooms. In some cases, the observers had the opportunity to talk with administrators and fellow teachers in the graduate's school. They also talked with children.

In general we have felt that the follow-up data has made us feel better about the program's impact on the trainees. Many of our graduates have maintained contact with us, and have given us feedback about the long-range effect of the program. For example, in a note from a 1970-71 graduate in February 1973, was the following:

> "I always look back on my year in Syracuse as one of the most rewarding in my life. Why? Because that was when I was finding myself as a beginning and budding teacher...as well as a young black woman, committed to black kids...I knew that after I left Syracuse I had only just begun to really find and develop (my) ideas, strengths, beliefs, and

and curiosity--and most important to realize and understand that as an on-going process..."

The follow-up has also made us more realistic about what teachers face in terms of frustrations and satisfactions in schools. For example, another graduate writes,

> We have had a rough winter. I've been "down in the dumps" for most of it. School is exhausting and H's (her son's) day care center folded a month ago...I'm resigning this week, not effective of course until school is out in June. I'm really glad I stuck it out...I learned a hell of a lot about public schools, special classes, kids, administrators and me. Most of what I tried failed, but I succeeded in getting high school kids in my room in the A.M. It helps a lot - the pressure has lessened and kids are really feeling comfortable. I just wish it had happened sooner. Next year I plan to spend more time at home with H. And for stuff want to do - possibly substitute nursery school teaching or something half-day.

The pressures of classrooms and schools have a powerful effect. One graduate says,

> I'm definitely having mixed feelings about my classroom. I'm working with another woman (it's her 1st year teaching) who is very nice, quite open, but totally unorganized and very insecure about it. We operate as one room in the morning (53 kids) but in the afternoon we split up and do more group kind of activities. The kids seem to enjoy it and we have practically no huge problems (yet) but I find that I'm a total wreck at the end of the day. I'm physically and mentally exhausted, pretty tense, and the room is a disaster area...I find I'm the one who ends up cleaning and replenishing in the afternoon. S. (the other teacher) feels so badly about her disorganization already that I don't want to ask her to do much at this point. I've tried encouraging her a lot about her teaching (She's very cheerful and has a good relationship with the kids) but she still can't seem to get it together to plan ahead for anything. Obviously, I'm in bad need of a teacher's group!

Here is a letter in September from another graduate.

> I feel as if there's so much to tell, I don't quite know where to begin. I guess a good place would be with the "pre-school conference" in which the principal handed out 50 pages of rules, including dress code for students and teachers, procedures for corporal punishment, assigned bathroom times and sign in/out sheets for teachers. I felt as if something was coming down on top of me, and was almost ready to quit. I also found out that all my kids are placed in the class according to I.Q.- under 75 - all labelled EMR. I felt very resentful, as if I had been conned, because none of this was told me before.

We have been concerned about the impact of school environments on teachers; many of our graduates feel good about the

children and parents with whom they are working, but thwarted by the attitudes of colleagues and administrators. Many of our graduates have run what we value as open and caring learning environments for children and yet leave a school setting after a year because of lack of support from other adults. It is gratifying to see the kids of teachers many of our trainees have become, but also enormously frustrating to be aware of how little they are valued by others in the working environment.

The growth of children. Staff-designed assessment of child change has been less elaborate in this project, as we have focused on the trainee as the central evaluation component. However, as part of training the graduate student is required to complete case records on the children with whom he/she works, documenting change in particular areas that he chooses. The staff helps trainees with this evaluation. It may be informal (i.e., moving toward mathematical content evidenced by count of time spent doing math, number of math lessons requested,) or formal (a standardized test on addition and subtraction facts). The evaluation may concern emotional and social goals as well as academic/cognitive ones. (Especially since many of the children and youth with whom we worked were referred to us because of behavioral difficulties rather than academic ones. (See the chapter on Target Population). In any event the trainee is asked to report in written form on the changes in children with respect to particular objectives.

In addition to the trainee and child-determined evaluation, we also asked for children to give us feedback about the program and their own growth in it. We used an audiotaped interview designed by one of our staff members; the tapes were eventually transcribed. An example of part of an interview with a 16 year old boy is included here:

I. In what ways do you feel this program was good for you?
J. I made some new friends, and I found out a little bit more--I can't think of a word for it--
I. Don't worry about it, because I am not looking for a specific answer.
J. I liked it.
I. You did make some new friends. What were some of the things that you did this year specifically?
J. I learned how to--not take pictures, but develop pictures and played basketball; learned how to play pool on a 12-foot table; and what else did I do? I learned how to stay out of trouble.
I. Was that different from before--when you were at school?
J. Yes.
I. In what way do you feel like you stayed out of trouble?
J. Well, to keep my mouth shut about what's going on--like I wouldn't.....(inaudible) like I had an obligation to do it.
I. In other words, it actually helped you to take care of things yourself.
J. Yes.
I. Does that in a way say that you are a little stronger now than you used to be as far as standing up to other people?

J. Yes. I think so. I couldn't handle trouble that much, because I was afraid of the consequences. Now, that I've sort of--.....like it's in front of me....like I'd walk into a room and it would happen right there....

I. There were a number of times this year when other kids picked on you, intimidated you, etc. and it seemed to me that during the year you became much better at handling that by yourself. I wonder--do you have any idea what made the difference?

J. What was that again?

I. What made the difference, why were you able to do that when you weren't able to do that in a regular school situation?

J. Well, this way there wasn't that much to hold back, because before the teachers would stop you from--sort of like the kid who was starting everything would get away with it, and the teacher would blame everybody else for starting what he had done; wouldn't let you speak your mind, you know.

I. Do you feel you've had support from the adults in this group?

J. Yes. Very much.

I. Do you feel like that helped you a lot?

J. Yes.

I. Do you feel now you are better off to go off on your own and be stronger being yourself with other people, or do you feel like you still need the adults?

J. Well, I don't really need the adults that much. I would need a little advice now and then.

I. Do you feel that you could get that if you wanted it.

J. Yes.

I. That's good to hear. I feel that's all true, too--that's exactly what I would have said about you. I do see you as a lot stronger now. Our purpose is to help people figure things out for themselves--not to do things for them. In your case I feel like that's worked. We are going to have some contact next year, aren't we? I hope.

J. Yes.

I. There were a lot of problems at the Boys' Club. What did you see as problems?

J. Well, some of the kids wouldn't pay attention--if somebody talked to them, they'd run away and wouldn't talk to other people. Some would come over to you and start saying some stuff. If you were playing basketball, for instance, they'd take the basketball away from you and wouldn't give it back. And since the kid was smaller than you were, it would put you in a position you'd feel like you couldn't take it away from him, or it would be like I was picking on a smaller kid.

I. What do you think the adults could do differently to avoid the problems you had this year? In other words, I'm asking your advice.

J. Well, maybe some stricter laws--a little more discipline.

I. Do you think it would work?

J. Well, if the kids are--they do enough fighting..... discipline. I figure they maybe have to taste their own

medicine. See how it goes on them. Like if you're in a car and they holler out windows at old people, maybe in 50 years they'll get the same aggravation with their problems.

I. Do you feel the adults in this program took too much stuff from other kids? That they allowed them to do too many things that were wrong?

J. Yes, I think so. In a few ways. Some of the kids were doing too many bad things and some would let them get away with it.

I. Let me ask you this. You were one of the very few kids that was not there because of disciplinary reasons--behavioral reasons--most of the other kids were there for those reasons. Given that fact--on any given day you would have a roomful of kids that were out of school for hitting other kids, hitting teachers, constant disruption, etc., do you feel that, given that fact, it was really a bad environment?

J. Oh, no, no--not really, because it gave me a lesson in thinking how they feel. You know, they feel that they are pissed off that they've been sent there, and they probably didn't want to do it at all in the first place, and they feel like they've been crowded into something--some institution. I sort of feel sorry for them in a way. They know--it's sort of--they can't--well, I can't get into it, but they can't tell what they are doing....

I. That's a good way of looking at it. I really want to look at environment as it is, not make excuses for it, but not making it any worse than it is. Sometimes I think it was a really good place and I don't want to be too critical and sometimes I think--boy, we made a lot of mistakes and we'll better figure out what they are. I kind of go back and forth. Let's take one kid, D. for example, that you knew for two years. Describe some of the changes that you saw happen in him in a two-year period, or about a year and a half.

J. The first year he was a little bit mean--not really a little bit--let's say he was mean. Even say one word to him, and he'd go after you with his clutches, but now if I see him, he's very contented. He doesn't start trouble and he's much brighter than he was the year before.

I. Any idea how that's happend with him?

J. I really can't say, because I arrived in the program a little late, so I really can't say.

I. Could you make a guess? If you can't, don't worry about it. This isn't any question. I'm just wondering if you could guess what is changed for D. to make it easier for him to be how he is now.

J. Well,--he could have said to himself--what's wrong with me. Why am I doing all this and looked at the stuff around him and said that he ought to be more like that--nicer.

I. I think that's true. In a lot of ways, the same thing happened to D. that happened to you--he felt some support from the people.

J. Yes.

I. He didn't feel like he had to do that stuff. Do you feel at the Boys' Club that you got enough attention?

J. Yes, I got enough--I really didn't need as much as I was getting--like everybody was--well, setting up the schedule. I really didn't think it was necessary.

We also use as some measure of child growth the child's satisfactory placement in school and/or camp programs (although sometimes adaptation to particular school settings could be seen as unhealthy!).

In addition to the perceptions of the trainees and the children themselves about child change, we also solicited written and verbal feedback from parents, teachers, social workers and other community people with whom we had close contact. We asked how they saw the program, what difficulties they perceived, if and how they felt we had helped the child with whom they had contact. Most of the responses we received (about 60% return) were very favorable and noted specific behavior changes in children.

As with the growth of trainees, the data on children was collected over the year by both trainees and staff.

Description of the environment(s). In all the four years of the Project we have tried to describe the environment of the school (whether an external school program or one we have created), basically because we believe in an ecological model that views behavior as an interaction of the person and the environment he/she is in. This was a realistic issue as often much of the energy of project staff and trainees went toward responding to demands of the environment. And we also were interested in assessing the impact our project--its personnel and their activities --had on the school. (For further discussion of this see the chapter on support systems.)

Seymour Sarason (1969), in his article on "The School Culture and Processes of Change" suggests defining a school through its activities and relationships.

We have tried to look at both these areas, and at the perceptions of various constituencies in the school as to its norms, value priorities, goals and influence patterns. Our primary method has been through the utilization of a participant observer, someone previously unrelated to the project and to the school, who can look at what happens over the year with as unbiased an eye as possible. The material from the observers has been made available usually at the end of the year, and at times in terms of periodic notes about current activities. The final report included both description and analysis.

We also solicited opinions of administrators, teachers, trainees, project staff, parents and children about the rules (stated and unstated), decision-making processes, the behaviors seen as deviant and how they are responded to, the goals and

direction of the school, and the problems in the school. We found tremendously varied perceptions between sub-groups (sometimes role-determined) on some issues, while in other cases there was consensus (for example about influential persons).

We have utilized an instrument, Profile of a School, based on work by Likert; respondents rate the school setting they are in and their ideal setting on five factors--supervisory processes, task-cooperation processes, communication-decision making processes, socio-emotional processes, and involvement-motivational processes. In one small public school setting, teachers saw the school as more positive, i.e., more particpative, and closer to their ideal, than did the trainee group or project staff. In our own setting--the school created by the Project-- the trainees describe the environment as participative and more congruent with their ideal.

Lastly we have gathered unobtrusive information to support areas of interest: the rules posted on teachers' walls, principals' memos, bulletin board displays, who eats lunch with whom, what reading material is used in the teachers' room, which parents and which teachers come to school meetings, etc. All of this is data describing the environment.

We attempted to gather information about the environment all during the year; many of the feedback questions were primarily from the end of the year.

Assessing the impact of the project on the school is a complicated matter, since responses to staff-designed feedback instruments can be easily contaminated by social desirability factors. Our best source of information was the participant observer who had access to many segments of the school community. We also used questionnaires about the impact of the Project on specific areas: child learning and growth, teacher learning and growth, and curriculum and scheduling.

Reporting on the Project

It is very difficult to describe as complex a project as ours to others--but nonetheless we have tried in 3 yearly reports, Preparing Psychoeducators for Inner-City Teaching, 1969-70; 1970-71; 1971-72, which are available from the Division of Special Education, Syracuse University. We have used 3 formats: a narrative, a summary analysis of group data, and case profiles of each of our trainees. To determine which of these approaches is most helpful to someone unfamiliar with our program we would need to know his/her purposes.

In the narrative, as in this model, we tried to convey what happened, the process. The group data approach was short-lived, since it seemed inappropriate to the process and size of the group (see Orientation section of this chapter for further explanation). In the profiles of trainees, we attempted to create a picture of the individual - using their words, test data and staff perceptions. Over the year of the program, we included the

following: biographical capsule, teaching role and behavior, perceptions and reactions to the freedom in the program (i.e., self-direction), learning style, learning goals, career goals as a teacher, black-white issues, and skill-assessment. (Another interesting case approach is described in the book by Morse, Schwertfeger and Goldwin, An Evaluative Approach to the Training of Teachers of Disturbed Preschool Children, 1973, University of Michigan, Ann Arbor.)

Summary

This chapter has been an attempt to describe the processes of evaluation that we have used in our program. There has been no effort to talk about "findings," though we have them, because any attempt to reproduce this kind of program would yield different results based upon the people involved and their values and activities. Findings from each year are available in the yearly reports. In essence learning/training is an individualistic matter. For us this evaluation process fits our beliefs, values and styles, and was coherent with the activities of the training.

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In Conclusion

The four of us directly involved in the writing of this document have truly attempted to make this a collaborative effort. A full year ago we began talks centering on how each of us could contribute to a final statement. What has preceded this conclusion is the result of our deliberations and energy spread over this year.

As we attempt to conclude we face, in some ways, our greatest difficulty. Because of the personal, perhaps idiosyncratic nature, of this preparation program, we as staff members have come to view what has happened in slightly different ways. Just as with each of the trainees, each of us has taken something different out of this experience and we have a variety of ways of conceptualizing it. In thinking of how to "conclude" we wanted to avoid confusing our rhetoric with our deeds. Undoubtedly, what we say is "better" than what actually happened. Originally, we had hoped to have a concluding statement on how this program could be applied. That is, how parts of it had applicability for other preparation programs. One of us made a stab at this and distributed the following brief statement to the others:

> Help! At the time it seemed like a good idea to have a section on applicability. I've tried to do it, but feel as though it is an attempt to make our program sound like all the others. And it isn't. Perhaps we can discuss this and I'd welcome suggestions.
>
> It is certainly clear that there are many points of view currently operating in the education of emotionally disturbed children and in the education of teachers of these children. Two recent publications offer keen insights into just how many philosophical appraches there are to interacting and preparing teachers (Rhodes and Tracy, 1972; Morse, Bruno & Morgan, 1973). One of the implications of these analyses is that despite the variety of training philosophies, values, and beliefs that currently exist there are a core of practices that the majority of preparation programs utilize. This may have direct relevance to our concern, namely does a teacher preparation with our philosophical stance have some applicability to other preparation programs with very different points of view. It would seem possible that, even where philosophies differ, there may be practices which are relevant to or shared by a variety of programs.
>
> Central to our position is the view of the growth potential of each human being - child and adult. Not every approach to dealing with troubled children takes as charitable a view, but more and more workers share our concern with not focusing on the "pathology" and label of the child and stressing instead the behavior as manifested by the child. This is a practice we strongly adhere to and feel is justifiable regardless of the philosophical position of the program. Needless to say, how one proceeds once armed with the behavior is another matter.

A second aspect that has applicability to a variety of programs is our belief that the personal and professional growth of the teacher deserves a major emphasis along with the development of the children with whom we are interacting. We do not feel we have an answer as to the best way to implement this emphasis, but we are convinced that if teachers are to represent themselves as learners then their training environment must be responsive to their needs and interests. Our approaches have been varied, ranging from individual supervision, group meetings, encounter group weekends, weekly T-Group sessions and on and on. Regardless of the specifics, the point is that within the frame of reference of individual preparation programs there can be a variety of ways to communicate to each trainee the value of their own growth and development.

Over the years we have learned some of the ways in which we could operate a more flexible graduate program while still part of a larger social system, the university. For example, in an effort to respond to the combination of theory and practice we have our students enroll for the usual course schedule, except for non education courses. However, in place of separate courses and content we set up regular seminar meeting times each week and made it a point to cover content that might have normally been covered as part of the regular course structure along with topics that were directly related to our daily work with children.

Our belief in the learner (adult and child) assuming as active a role as possible in his own behalf is one that can be shared by a variety of programs. There are many implications of this point of view, including what is now being referred to as a "hands-on" approach to teacher education. In addition, we attempt to utilize curriculum materials referred to as "activity-based" which tend to make demands on children to become actively involved in encountering such material.

Another member taking cognizance of the plea for help wrote the following note:

RE: "General Applicability"

One way you might want to deal with this is to distinguish between two things: (1) aspects essential to the program model; and (2) secondary aspects.

(1) You could state that the following (for example) distinguish our program:
   1. Belief in growth potential of each human being.
   2. Belief in the importance of teacher growth.

(2) Then you could go on to list secondary aspects of the program (if these are indeed secondary):
   1. Open education.
   2. Encounter sessions.
   3. Dissolution of staff - student roles.
   4. Working with excluded kids.

You could then discuss how other secondary aspects could be made to fit with essential aspects. This could be helpful for those willing to "buy" essential aspects but who are put off by encounter sessions.

You might also approach it in terms of goals and means.

We then came together as a group to brainstorm about this question of do we run the risk of "homogenizing" our program to make it sound like other approaches, or are there ways to characterize what we believe in so that our point of view can be communicated to others so they can respond to parts of it.

At this meeting we attempted to focus on our "basics". Two staff members presented the following breakdown:

1. Our program views growth or learning as idiosyncratic, thus encouraging an approach that fosters self-direction on the part of the learner.
2. Our program adheres to the belief that affective and cognitive development should ideally go together and we encourage trainee pursuit in each.
3. Our program believes in an interactive approach to learning in which being a member of a group can aid one in the development of skills as well as affording one an opportunity to share his resources with others as well as to benefit from others' resources.

Still a fourth member of our group took issue. His argument was that our uniqueness was primarily in our attempt to create a learning community and that everything else flowed from this. The introduction to the final report of our third year of this project reflects this focus, and is reprinted as follows:

THE CREATION OF A LEARNING ENVIRONMENT

This report is our account of how all of us, adults and children created our own training and school environment. Our successes and failures are ours; in every aspect, we did it ourselves. We worked to develop our own group of adults, find a building for our school, locate children, make community and school contacts, agonize with children over their school, social and behavioral concerns, and all the time focusing on our own personal growth.

From the beginning we have viewed this special project as an alternative approach to the preparation of special education teachers. We began with a concern for how unrealistic our training was for prospective teachers. We felt a great gulf between what took place at the university and the world encountered by teachers and children each day. As we moved our training into the public schools we realized once again that there are many home, community and social forces also impinging on children and adults in schools. This year we experimented with the creation of our own school

program in an effort to respond to children who had no other place to go and to our own needs to develop a learning community.

If one considers the responding to personal growth needs of children and adults as radical, then we have indeed created an alternative training model. Embedded in everything we do is the belief in finding a process that is as good for adults as it is for children; for finding ways to respond to cognitive as well as affective needs; for living our beliefs for sharing and communicating with other adults and children.

We are no longer talking about teaching the child, at least not in the narrow sense we have used before. Our children in urban centers are troubled and searching. They need an opportunity to regain control of their own lives, so they can specify their own learning needs and share their resources. And so do our trainees who were and want to be teachers!

By creating our own school program in a neighborhood Boys' Club we have attempted to respond to many of the complexities touched on above. Ours is a broad-gauged approach and by necessity our task of describing and evaluating our program is an enormously difficult one. We have looked at our training needs and the personal and academic needs of our children. At the same time each of our children has touched other adult lives--his parents who in many instances were frustrated and disappointed in his behavior; school personnel who had either given up or were in the process of moving him further from school entry by excluding him legally or otherwise. We attempted to spend time with parents and school representatives, as well as other community agency personnel. Each step of the way we have tried to maintain our integrity as adults and at the same time assist each child in representing himself as a person with needs and concerns and as a valued member of the environment we had all created--together.

In many ways, then, this dialogue between the four of us reflects the very process and content we have tried to live by during the past four years. Obviously, no one of the four is wrong. What we experienced is a diversity of beliefs, perceptions, conceptual approaches. In broad terms there is a common bond around shared values, but much room for how we think, feel and act about these values.

This statement on conclusions may leave some readers less informed than when they began. Our major hope is that we have been clear and explicit enough so that others can draw upon what may be relevant for them.

It might be well for us to end with a brief discussion of some of the complexities we encountered and then a word of hope to university faculty.

A Discussion of Complexities

We began with a vision and have come face to face with some of the harsh realities such visions create. Our vision was and is a complex one. We hoped to do two things. First, to create a learning community in which each of us, university staff, Master's students, and the children with whom we worked, would feel part of and contribute to its development. Second, to help foster within special education a climate for the creation of alternative learning environments for children and to bolster the concept of a "right to education" for each child.

In the following discussion we would like to highlight some of the complexities behind several of our assumptions and beliefs. To begin with, we now have a clearer idea of what it means to develop a learning community or group focus. Over the years we had grown increasingly uncomfortable with each student off on his own, only coming together for a class lecture two or three times a week. One of our strong beliefs is that each of us has skills and resources that could be enhanced and shared by interacting more closely with others.

During the past four years of this Project we have come to realize that individuals vary in their interest, willingness and skills when it comes to involvement in a group. Some of our people came specifically for our group focus, while others seemed to feel alright initially about being in a group but felt unsafe and uncertain once in it. Needless to say the response has been extremely varied. One of the dilemmas has been the delicate balance between our focus on personal (individual) growth and participation in a group. Some have seen the time in a group as inhibiting their individual development, while others have felt that they profited from others' resources.

The emphasis on our developing ourselves into a community had many implications for another strong belief, that of the value of an individual becoming self-directed in terms of defining his own learning needs. We had some interesting approaches to this situation including several students who clearly moved away from the group's development of a school and found their own placements or remained much more passive.

This question of self-direction was not always one that was resolved during the training year. We have, over the past four years, acquired a different perspective on time. For many of our students their year with us is only a beginning and any evaluation of a one year training program should build in a follow-up procedure. We are constantly receiving "belated" feedback in the sense that after graduating and working, the year on campus was fitting into a career or personal frame of reference for the person and he was better able to understand his graduate program or he could at least see its relevance.

For the staff, and perhaps for some of the trainees also, the most anguishing issues had to do with questions of authority, mutual trust and self-reliance. Despite rather extensive efforts

to specify in advance this program's particular point of view we invariably admitted individuals whose belief systems and interests clearly lay in other directions. This discrepancy in the matching of trainee and program philosophy was not always a problem particularly when students and staff were able to work out accommodations to the other's point of view. To a large extent our program encouraged each person to develop his own learning plan and in the majority of instances even when trainees and staff differed it was possible in this kind of environment for an individual to pursue his own plan and still be part of the larger group. The key to this kind of accommodation often depended on the trainee's (and staff persons) view of authority. It has been pointed out in the literature in developmental psychology that young adults are often in conflict over the independence vs dependence issue and we also found this to be true with certain trainees.

Since we advocated a "freedom to learn" model we were always more comfortable with those trainees who wanted to avail themselves of the opportunities to explore their learning needs and who were interested in discovering ways to share their resources. Occasionally we were faced with a trainee whose anger and frustration at what they perceived to be either authoritarian stances by the staff or an unwillingness on our part to respond to their needs. No one is right in this kind of situation. All teachers (and students) find themselves in learning environments with others where the interpersonal attraction is less than desirable. One of our advantages is that we have always had sufficient staff resources so that trainees could gravitate to those with whom they were most comfortable.

It seems inevitable that in a less "structured" program like ours there will be some individuals (staff and students) who move away from defining and specifying of their needs, interests and resources. One needs to keep in mind that each of us leads a complicated existence and we can no longer isolate our time in the classroom as the only learning time. During the four years of this project many staff members and trainees experienced great personal upheavals and adjustments in their lives and their time in the Master's program, while a large commitment of time and energy, was only a part of their total experience. We have always tried to respect the dignity of each person's position and students have done the same with us. We have wanted to create and be part of a living and learning environment in which people could experience and learn from each other. This project was only a beginning, but it certainly reassured us once again of the incredible resiliency of adults and children and the potential for growth residing within each of us.

At the very foundation of our graduate program has been our interest in relevant preparation for teachers and meaningful education for troubled children. The question quickly becomes: Can the two go together? During the past four years we have experimented with each of these aspects and have rarely been able to put the two together. We continue to search for a meaningful work and learning situation that has as much relevance for the

adult as child. Initially we felt that by becoming part of an ongoing school program (in one elementary school) we could tap into a "real" situation. While it was real it was also not a place where many of the children and adults wanted to be. When we created our own setting, many of the children came willingly but not every adult wanted to be there - physically or psychologically. When children did come to our program they came with long histories of school failure and distrust of adults defined as teachers. They came, not necessarily with ideas of what they wanted to move toward, but a clear notion of what they didn't want. Sometimes the adults and children clashed, because some of our people had their own visions of what teachers teach and children learn. We have here, then, three enormous problems. First, what constitutes a "real" enough environment, something with sticking power for adults and children. Second, we began with the most alienated group of youngsters, many of them adolescents with little use for formal schooling but keenly attuned to learning and to hypocrisy in adults. Third, even though we advertise this program as one looking at alternative roles and approaches to learning we find that our trainees enter with a predictably wide range of beliefs about teaching and learning. Some might say that we err in the side of assuming we are all in the same "radical" position and obviously we are not. Our experience is showing us that one's radicalization at least about schools tends to take place as one becomes more personally involved - namely in one's own job. Our follow-up studies dramatically highlight that the majority of our graduates are functioning in more open classrooms and settings. Not in every instance would this have been predicted from their training year with us.

And finally, the biggest issue of all: Is it possible to start with a structure and point of view that says there are certain expectations and beliefs that are broadly defined, but beyond this each of us will have maximum input into what happens? In effect we began with only two major plans, one that our first weekend together would be at a retreat setting in an encounter group and the other that we would be working with children excluded from school on a full or part time basis. Ideally, most people would probably find it "easier" to have a structure in which everything was decided in advance or nothing was predetermined. As a staff we hold strongly to certain values and beliefs and feel that education is suffering from not looking at value issues. We are left with the puzzle of how to integrate staff interests and values with those of our trainees, a dilemma remarkably similar to that faced by classroom teachers and children in schools everywhere.

One of the concerns raised about our approach has been our moving out of the public schools and into the creating of our own learning environment. This decision was not an impulsive one, but rather grew out of our experiences during our first two years of this project. At the end of our second year we wrote:

> Our original intent was to conduct our training in an ongoing school program. We were, and still are, perplexed over the great distance between theory and practice. The

gap between what was being taught in university classrooms and what prospective teachers were experiencing in the public schools seemed to be enlarging. As a result our plan had been to literally transplant the preparation of teachers from the university to a public school. During our first two years we had attempted to enter as fully as possible the life of the public school. In all candor, we have not been able to realize our goal nor is there evidence that the public school personnel was satisfied. The issues are complex and so even this previous statement needs to be qualified.

During our first year in a public school, feedback from the school staff indicated that those teachers with whom our trainees worked most directly felt more positively about both the trainees and this special project. The school was larger than our second one and undoubtedly the opportunity to seek out teachers whose beliefs matched ours was greater than in our second school. During the second year we actually comprised more personnel than existed in the school.

The issues are too complicated to point a finger and blame one group or the other. The problem was precisely that we did remain separate groups and our goal of entering as fully as possible into the life of the public schools in which we were located was not really approximated in either school.

One conclusion we have reached is that our training group and philosophy basically adhered to a set of values which ran counter to the predominant beliefs of our cooperating schools. In actual fact, this year we were again not able to put into practice our point of view either about the personal growth of adults or the kinds of relationships we hoped to establish with children.

The enormity of the problem of developing a newer approach to teacher preparation and at the same time responding to a school environment holding basically a different set of beliefs about children, classroom organization, and child behavior proved insurmountable to us. In this respect the public school and our group shared a similar concern. They were attempting to conduct their school in ways in which they believed and at the same time they had to respond to another group, our training group.

Based on our experiences in the public schools during our first two years we have been led to the conclusion that in order to develop and test out our particular point of view it would be necessary for us to create our own setting. This information will be contained in our third year report and we will particularly focus on the ways in which we maintain close communication with schools, parents and community agencies.

Closely related to our decision to create our own setting has been the public school's reluctance to help us identify children in need of assistance. Our decision has been to focus on children excluded from public schools on either a full or part time basis. In this way we would have access to a population of children clearly in need of a response in terms of their academic and interpersonal situation, as well as a need for adults to respond as advocates.

While we are deeply concerned and often distressed about the dehumanizing effects of public schools on troubled children we have not taken the position of dismissing them out of hand. We prefer to think in terms of alternatives and feel strongly about special education's need to develop options within and outside of public schools. We are also in need of training environments which encourage self-reliance and initiative, and give reign to creative approaches for responding to children. The ultimate opportunity for such activity can sometimes be found when one is forced to fall back on one's own resources and to a certain extent this was our thinking in developing our own setting. In addition, we began to develop over the years an increasingly stronger committment to those children who had been put out of school and had no place else to go.

Typically, college and university programs feel a strong commitment to improving the state of public education. In our case, we are more committed to responding to the children than to any particular institutional pattern. While there are many problems inherent in the creation of a setting there are an equal number of benefits. Chief among these advantages is the opportunity for much more direct involvement in the community by the students and staff of a preparation program. Our experience has shown us that while there is no simple or single way to develop a program for prospective teachers or for children. There are a variety of options available to us. Such options are limited only by our lack of vision and an unwillingness to engage in some risk-taking of our own.

A Word To Our Colleagues

We sincerely hope that in reading this account you are encouraged to consider some aspects of a personal growth approach for your college students. We hold no brief for the best way to do it, nor do we believe that such growth only occurs in our approach. What we really want to communicate is that for us the joys have out-weighed the agonies. If students the world over only realized that their professors were also victimized by the same self-doubts they have we might move faster toward mutuality in learning environments. While some of our graduates did not feel this was the best program for them, the majority have left feeling they took with them much of value to build on. There is nothing quite so exhilarating for teachers as seeing "their" pupils finding themselves and becoming hooked into a lifetime of learning. To those individuals who shared themselves with us and allowed us to be part of their experience we are forever grateful.

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Appendix

Staff - Assigned Textbooks Utilized in Project over Four Years

A. Curriculum

Biggs, E.E., and MacLean, J.R. Freedom to learn. An active learning approach to mathematics. Toronto, Ontario: Addison-Wesley, 1969.

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Fox, R., Luszki, M.B., and Schmuck, R. Diagnosing classroom learning environments. Chicago, Ill.: Science Research Associates, 1966.

Holt, J. What do I do Monday? New York: Dutton and Co., 1970.

Jones, R.M. Fantasy and feeling in education. New York: New York University Press, 1968.

Sargent, B. The integrated day in an American School. Boston, Mass.: National Association of Independent Schools, 1970.

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B. Emotional Disturbance

Knoblock, P. (Ed.) Educational programming for emotionally disturbed children: the decade ahead. Syracuse, New York: Syracuse University Press, 1965.

Lindner, R. The fifty-minute hour. New York: Bantam Books, 1956.

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C. Educational Philosophy

Greer, M., and Rubinstein, B. Will the real teacher please stand up?: A primer in humanistic education. Pacific Palisades, Calif.: Goodyear Publishing Co., 1972.

Herndon, J. How to survive in your native land. New York: Simon and Schuster, 1971.

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Rathbone, C.H. (Ed.) Open education: The informal classroom. New York: Citation Press, 1971.

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D. City Children

Brown, C. Manchild in the promised land. New York: Signet Books, 1965.

Dennison, G. The lives of children. New York: Random House, 1969.

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Kohl, H. 36 children. New York: New American Library, 1967.

Taba, H., and Elkins, D. Teaching strategies for the culturally disadvantaged. Chicago, Ill.: Rand McNally and Co., 1966.